STATE NORMAL COLLEGE

THE JOURNAL OF EDUCATION

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The Journal of Education

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as we go to press . . .

We remember that a raisin is only a grape that worried, and we are trying not to worry over the lateness of this issue. As nearly as we can make out, it isn't the fault of anybody in particular. Our printer is rushed and short of help. Our mailing rooms are ditto. The postal services are jammed with mail.

We know you will understand, but if a written excuse is required for the record, there you have it,—and we signed it ourselves.

▼

Next year will be our seventieth as a magazine. The best way we can think of to celebrate is by making every issue of 1945 a banner issue—and this we are already planning to do. Among other things, our readers will travel with us on an imaginary "Tour of Educational High Spots"—schools that are experimenting with better ways of making education "take". There will be nothing to bar out any school or system of schools deserving to be included in this journey. So if you belong to or know of any educational outfit that ought to be heard from, we invite you to tip us off by a letter.

▼

In February, we shall mark the centenary of A. E. Winship with a special section devoted to reminiscences by his friends. Again, the door is open to tributes from our readers. If you knew Winship, and can tell something interesting or significant about him, may we hear from you?

▼

For all the kind words, either of approval or of criticism, we have received from our friends in 1944, a hearty "Thank you" to each and sundry. If we fail to do a constantly better job as editors and publishers, the fault will be our own.

A Happy New Year to you all!

BOOKS FOR BETTER TEACHING

English for Business

In *English for Business,* Parkhurst and Blais have written a text which should be of practical value not only to commercial students but to anyone who may have to deal with the vexing problems of business correspondence. Written with a clarity which will facilitate classroom use, the book gives a comprehensive survey of every common type of office letter, including many full-page models. The "8 C's" of effective letter writing—clearness, conciseness, correctness, concreteness, cheerfulness, courtesy, consideration and character—are stressed, as well as more obvious matters of form and structure. Of special interest to the teacher will be the questions and problems provided at the end of each chapter, for these are well designed to make the student exercise a maximum of thought and ingenuity. Word studies also follow the lessons. The pupil who masters *English for Business* should emerge with an excellent working knowledge of grammatical and commercial usage; he may also have begun to formulate a code of business ethics. It is encouraging to see a book in this field which, rather than underestimating its readers, attempts to raise them to its own liberal standards.

ENGLISH FOR BUSINESS by Charles Chandler Parkhurst and Alice Amelia Blais. Prentice-Hall, Inc., New York. $2.25.

Pupils' Own Vocabulary Spellers

A neat pile of bright-covered, thinnish books is hardly out of its wrappings before the reviewer, recognizing a set of spellers, wonders what their techniques will be. The method employed in *The Pupils' Own Vocabulary Spellers* is that of introducing a small number of words at a time, through the medium of a story. These stories are written by an accomplished story teller for children and seem well-graded as to difficulty and interest. The new words in each of the lessons are to be studied and worked over in a variety of specified ways tending to fix their meanings as well as their spellings. The later books have their built-in dictionaries, containing all new words of the year's quota. Such matters as apostrophes and capital letters get their shares of attention. There are exercises in choosing the right word for a given place in a sentence. Homonyms and antonyms are brought into practice. And all the while, the words in this arena are those whose right to be where they are has been determined by scientific studies by Dr. Rinsland, one of the authors who has gone into this vocabulary business with laboratory thoroughness.

THE PUPILS' OWN VOCABULARY SPELLER (Grades 2-8) by Gates, Rinsland, Sartorius and Peardon. The Macmillan Company, New York. 48 to 56 cents each.

Citizenship in Our Democracy

The first step toward maturity is taken when an individual grasps the fact that he belongs to a group with which he must cooperate by both giving and receiving. A civics text that stresses this point at the very outset and never lets the pupil lose sight of it on any page, is *Citizenship in Our Democracy,* which has just come out in a new edition. The pupil of seventh or eighth grade is shown the needs for group action along many different lines before being introduced to the machinery of government, through which so much is expected to be accomplished. In describing our traditional institutions, the authors frequently pause to mention imperfections which the pupil may sooner or later help to remove or improve. There is a good chapter about the development and meaning of the Constitution. The text is written in plain English and the many halftones promise to capture the learner's interest and to reward that interest with pertinent information. An excellent assortment of things to think about and do has been provided.

CITIZENSHIP IN OUR DEMOCRACY by Parker, Patterson and McAlister. D. C. Heath and Co., Boston. $1.36.

The United States In the Western World

As a culmination of the well known Atwood-Thomas geography series for elementary schools, there now appears a brand-new volume by Dr. Atwood as sole author. Its title, *The United States in the Western World,* is fittingly borne out by the textual matter, the numerous maps, and the hundreds of lively illustrations. Here is the fascinating story of the United States in relation to Canada and the nations to the south. The book emphasizes the things we have in common, rather than our differences. Similar conditions as to soil and climate have caused similar developments in the Argentine and in Kansas as to occupations and products. There is a like correspondence between Florida and Mexico. Thus a Hemisphere is spread before the pupils for study of the dozen or more aspects belonging to geography. While chief emphasis is on the United States, the facts that bind it economically and socially to the other Americas are constantly portrayed. The role of the airplane in linking the nations together more closely for trade and communication is made apparent from the first; nor is the place of the Americas in the larger unity of the planet overlooked. The pupil using this text is certain to grow in understanding of his fellow Americans from above the Arctic Circle to Cape Horn. It is a textbook that is both broadening and deepening.

THE UNITED STATES IN THE WESTERN WORLD by Wallace W. Atwood. Ginn and Company, Boston. $2.20.

Invitation to Reading

Book Two of *Invitation to Reading* seems very neatly to fulfill the purpose of capturing the interest of bookshy pupils of junior high school age. It is a varied assortment of stories, playlets, articles, essays and poems; works of literary merit despite their simplicity of language. Airplanes, travel and adventure, courage, famous persons, sport, and the lives of workers in different fields, pioneer days and humor, comprise the principal groupings. Pertinent questions and bibliographies are included. Experiences are drawn from past and present, far and near. Here is much tempting practice in reading and much to feed the thoughts and lives of teen-age youth.

INVITATION TO READING by Smith, Edman and Miller. Harcourt Brace and Co., New York.

Arithmetic for Young America

A whole new series in the modern manner is *Arithmetic for Young America,* in six books. The ones for the lower grades are by Clark, Baldwin, Clark and Hoye; those for the upper levels by Schorling, Clark and Smith. The reading matter is largely in story form. It introduces the learner to experiences of a familiar sort; experiences that call for quantitative thinking. Progress is by easy stages. There is never a pitfall or a leap in the dark. Diagnostic tests are frequent. Nothing is left to chance, it seems. Fractions, for example, are shown as something definite and tangible. The child is accustomed to halves before he meets thirds and fourths. Here is mental growth in place of rules that seem arbitrary to all but the brightest. Situations close to the child's interest have been substituted for far off matters. In short—a heap of child psychology and good teaching have gone into these texts.

ARITHMETIC FOR YOUNG AMERICA, by Clark, Baldwin, Clark, Hoye, Schorling and Smith. (Six books). World Book Company, Yonkers, N. Y.

The Human Comedy

If we so-called real Americans could only read a book like Saroyan's *The Human Comedy* and remember the bonds of kinship and understanding and *oneness* we feel at the time with the "foreigners," the whole atmosphere of this country might be changed. Saroyan writes of the poor, the underprivileged, and above all, of the Armenians, with the simplicity, the directness and the very light touch which come of knowing them well. There are so many funny things happening even in the midst of all the misery and squalor that abounds "across the tracks" that it is refreshing to find an author who sees the humor instead of dwelling upon the sordidness of the picture. This tale of Homer and Ulysses who live in Ithaca is edited for high school students, and there are exercises in the back for their use—though the emphasis is on the story itself and not on the exercises.

THE HUMAN COMEDY by William Saroyan. Harcourt, Brace and Company, New York, $1.16.

The Road to Courage

The battlefield is not the only place which demands courage. Many a time treading the trivial round of common care has called for it in its most heroic form. And whether one possesses it or not often depends upon whether or not he has an adequate philosophy of life. This book, based upon eight lectures delivered at the Lowell Institute in Boston, deals with the sources of morale which make for courage in daily life. It has to do with the ideas and ideals which underlie wise and heroic living.

For twenty years Dr. Holmes was the Dean of the Harvard Graduate School of Education and in these lectures he brings together in connected discourse truths developed over years of teaching and administration. Among the subjects discussed are "Stamina," "Efficiency," "Beliefs," "Loyalties," and "Education." All of the eight lectures make inspiring reading. They are based on clear thinking, wise insight, and high ideals. They are not difficult reading, but because of their freshly-stated, highly-stimulating interpretation of the deeper laws of life he who reads them once will return to them again. The final lecture closes with these eloquent words: "To bring new order, beauty, justice, understanding, peace and plenty into human life, and there retain and recreate these earthly goods and values, is the joyful but demanding task for which we are released by all who sacrifice their lives for freedom."

THE ROAD TO COURAGE, by Henry Wyman Holmes. Alfred A. Kopf, New York. $2.50.

Decorating for You

A handy guide for the amateur home decorator (or prospective one, via the Home Economics class) is *Decorating for You* by Florence B. Terhune. It starts off with a quick glimpse of period furniture in prose and sketch, coupled with the modern interpretation of the old masters' crafts. There is a chapter on "Furniture Fittings" which is very practical in its advice as to room planning, budgeting, standards of quality in furniture and a glossary of furniture woods. Of course the book dips into colors, balance, harmony and such, as well as fabrics, wallpapers and accessories. The most exciting chapters to this reviewer are those on curtains and slip covers, both of which give practical hints as well as new ideas for this type of room embellishment. The volume is more than just a how-to-fix-up-the-home book, though. It tells how to care for the nice things after you once have them to insure a well-groomed look throughout the years. Illustrations, both photographs and sketches, are plentiful and helpful. Review questions and bibliography are included.

DECORATING FOR YOU by Florence B. Terhune. Silver Burdett Company, New York. $3.

Don't Blame The Young Folks

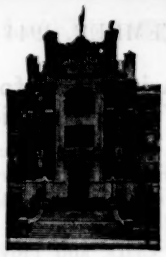
It is rare to find a man who knows young people, possesses wisdom and skill in aiding their development, and can turn around and give you, in readable, forceful and comprehensive style, the chief secrets of how the thing is done. Everett V. Perkins fills this difficult order admirably in a small volume happily captioned *Don't Blame the Young Folks.* It is not like those lectures one hears at a father-and-son banquet, that make fathers want to leave the room by a rear door. In fact it is not an indictment of parents at all, but rather a pointing out of characteristics, needs and problems of youth that have been neglected quite unintentionally in most cases by both parents and teachers. Mr. Perkins writes his whole admonition around five topics, each the subject of a chapter. Here they are: "We Criticize Them Too Much," "We Forget That No Two Are Alike," "We Do Too Much for Them," "We Set Them a Poor Example," and "We Neglect Their Religious Training."

Enlivened with anecdotes that really belong where they are put, this informal, earnest talk goes straight to the core of things. It leaves no scattered notions in its trail but a few definite principles which, if followed by every adult leader of youth in America, would result in untold good to the generation now coming up.

DON'T BLAME THE YOUNG FOLKS, by Everett V. Perkins. The Tuttle Publishing Company, Rutland, Vt. $1

"I Would Place The Reader's Digest at the Head of the List

of required reading for teachers and high school students." —*John A. Shaw,*
Superintendent of Schools, Spokane, Washington



Lewis & Clark, outstanding High School in Spokane.

"THIS STATEMENT," continues Mr. Shaw's letter, "is based upon my experience as a teacher of history in high school and as a junior high and senior high school principal who attempted to keep in touch with the educational procedures of his school.

"I approve of *The Reader's Digest* because of the breadth of its point of view, its objectivity, basic humanity, and brevity."

In 70,000 Classrooms

It is obvious that Mr. Shaw's opinion of *The Reader's Digest* is shared by many other prominent school people. Each month 850,000 copies of its Educational Edition go into 70,000 classrooms throughout the country.

The Educational Edition contains supplementary educational material and a special 16-page insert of reading and vocabulary exercises that provide a highly important and useful service which can be obtained from no other magazine.

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The value of this educational service to the schools of America was attested in a scientifically-supervised program conducted by Dr. Herbert A. Landry, member of the Bureau of Reference, Research and Statistics of the Board of Education, New York City.

Under Dr. Landry's supervision 10,636 students were tested. One half of these students used *The Reader's Digest*. The other half did not. Those who *did* use it improved 105% in General Reading Ability and 92% in Vocabulary—*over and above* the improvement of those who followed ordinary study methods.

"Best for American Citizenship"

One question asked in a recent impartial Gallup Survey was: "Which one of these magazines, regularly distributed to high school students, do you think serves best in helping high school boys and girls *to become better American citizens?*"

TEN magazines were listed. *The Reader's Digest* easily won first preference—by a percentage so large that it exceeded the *total* vote for all three of the magazines that were *next* highest in the voting!

The Reader's Digest hopes that it soon will be possible to increase its service in helping to make better American citizens for the important years ahead. These plans must rest until paper again becomes available and permits acceptance of new orders.

7 OUT OF 10 PREFER IT

A nationwide survey recently was conducted by Dr. Gallup and his organization among thousands of teachers, P. T. A. officers, and parents.

Seven out of every ten (an average of 70.3% of persons in the three groups) selected *The Reader's Digest* as their preference, from a group of general magazines most widely used in high school classes in English.

The next magazine selected was chosen by 10% of those interviewed—a seven-to-one preference for *The Reader's Digest.*

EDUCATIONAL DEPARTMENT
The Reader's Digest

353 Fourth Avenue, New York 10, N. Y.

Editorials

Who Backs Whom in Liberated Europe?

As one part of Europe after another is released from Nazi servitude, problems of how and by whom they shall be governed arise. These problems at best are bound to cause dissatisfaction and a certain amount of turmoil. Nor are present policies of the three principal allies tending to prevent confusion.

Britain and the United States are seemingly too much interested in returning exiled governments to power, while those governments or whoever else assumes authority in the interim fail to recognize the fact that those who stayed at home and risked their lives resisting the Nazis have won the right to be consulted.

That the underground forces should not be allowed to retain their arms as an irregular army, independent of the civil rulers, is an axiom of good governmental policy. If given their due share in the reorganized state, these forces might willingly demobilize or let themselves be merged into a national army. To deny them their obvious rights can only play into the hands of revolution, bloodshed and, in all probability, communism.

As many persons have recently pointed out, the liberated peoples must choose among three types of government: fascism, democracy and communism. If the United States and Great Britain act carelessly, in disregard of democratic principles, Belgium, France, Greece, Rumania, Albania, Jugoslavia and a dozen other nations of Europe may swing to either fascism or communism or to some hybrid sort of despotism yet to be devised and named but equally a peril to the liberty-loving peoples of the earth.

The greatest possible wisdom in guiding and supporting the resurgent governments of Europe is needed by the foreign policy makers of Great Britain and the United States, working in as close and intelligent harmony with Soviet Russia as can be attained. Even Moscow must realize today that political turmoil and unwarranted seizures of power will make for future wars which Moscow does not want.

The Army's Educational Vision

Again our military authorities admit the importance of education. As pre-induction training fades into history, something that might be called "pre-discharge education for civilian life" will come into existence in army camps wherever men in foreign places wait for ships to bring them home. This is, of course, aside from and preliminary to the schooling offered each service man under the GI bill of rights. As explained by Major General F. H. Osborn, the temporary educational program will provide for schooling at any level from upper elementary to university. In fact, there is a plan for enrolment of some doughboys in foreign universities if these are within convenient reach. But the army has in its own ranks many qualified instructors and these will be utilized to teach technical studies and a wide variety of courses which our fighting men are expected to want when their work on battlefields is concluded and they can think once more of getting home. Courses in the army's makeshift university will be given in units of twenty lessons and, no doubt, certificates will be awarded for those completing them successfully. It all sounds like an excellent idea.

Political Momentum

Those who look beyond political events of last month cannot help a feeling of concern over the twice-broken tradition of limiting a President's tenure to eight years.

Warnings in the utterances of our early statesmen against prolonging the power of any individual to a third or fourth term in the White House, having been set aside in two elections under the conditions of a war emergency, may never again be effective as a political argument. Precedent has been shattered for all time by what has occurred in a time so obviously extraordinary.

Proposals will be advanced by conservative leaders to erect a constitutional barrier against a third term for Presidents. These leaders will point out the

dangers of a political machine that is permitted to increase in size and complexity and to gain enormous momentum that cannot, perhaps, be stopped but may result in a one-man government first and later in a governmental system of only one party.

On the other hand, any attempt to fix an arbitrary and absolute limit on Presidential tenure will be sure to meet the argument that there is no guarantee that the nation will not some time face another emergency so grave that a third-term prohibition would defeat the public interest.

That this latter argument will prevent an outright amendment forbidding a third term seems highly probable. Some ingenious provision for placing a handicap on a third term candidate might conceivably be adopted into our basic law. The chances are, however, that the issue will be left as it has been, for decision when and if the occasion arises at any quadrennial election. And this will leave the matter to the discretion of a President, his party—quite unlikely to repudiate him if he be ambitious—and to the people.

Education for eternal vigilance will thus remain imperative.

Our Bookless Areas

While nearly all the States make some provision for extending library facilities to rural areas, the American Library Association furnishes testimony that hundreds of counties in the United States are still not reached by public library services of any sort. The combined resources of all the public libraries in the nation include less than one book to each inhabitant. The supply ranges from 3.58 books per capita in New Hampshire down to .15 in Mississippi.

In many States the business of financing library services is left entirely to the local community or county. The result is that thousands of poor or backward counties have neither libraries of their own nor access to any central source of distribution.

Schools teach reading as a key, not only to formal study but also to literature and knowledge for adult citizens beyond the classroom. Much of the incentive to learning how to read is absent where no books are seen in the home and none are available from village library or traveling collections.

What, moreover, can be expected in the shape of educational standards from a rural community that rarely sees a book?

The spread of libraries is almost as fundamental to education as the spread of schools. States that neglect the distribution of books to large numbers of their residents should awaken to the intellectual degradation that such neglect involves.

Invention and Control

Ten thousand individuals can switch on or off electric lights to one who knows how to make a dynamo. Yet enough persons can make dynamos and devise and manufacture power-producing and power-using mechanisms to provide every comfort for mankind or every misery.

In the long run it is the common people who decide what switch to turn. Science and invention are at the service of either peace or war. They will supply whatever is demanded; preferably for peace but just as effectively for war.

In a democratic republic such as ours, where public opinion and the votes of ordinary citizens are so potent, isn't it growing more evident that the general run-of-the-mill citizen who is to turn the switches, make the decisions, needs education in political wisdom and proper standards of human behavior—these things ahead of physical science, for a while at least?

Some will see the answer in liberal arts. Some will see it in religion. Some will see it in both. In any event it should be education of the controlling forces.

Invention is a great thing and will be greater as time goes on. But mankind now needs more than anything else—to catch up with invention and to command it instead of being commanded by it. Applied science is wonderful; applied humanity lags far behind.

School as Community Center

School authorities and other civic leaders throughout the United States are urged by the government to make fuller utilization of educational buildings and grounds for wholesome out-of-hours activities of a community nature. The Washington officials properly point to the special need for adult classes, social and recreational affairs for young people, and organized play for children in the afternoon periods when both parents may still be at work. New construction of community centers is scarcely practicable at this time, though present circumstances emphasize how helpful this would be.

The appeal to local initiative and resourcefulness should not go unheeded. Many school houses have been thoughtfully designed for supplementary as well as regular uses. All school houses of whatever pattern can be put at the disposal of the public in various ways beyond the confines of their curricula. This is being done in many places. It can and will be done in more.

A COLLEGE INSTRUCTOR LOOKS AT THE HIGH SCHOOLS

PERRY D. WESTBROOK

FOR the six years between 1938 and 1944 I served in the English departments of such widely separated institutions as the University of Kansas, the Georgia School of Technology, and the University of Maine. Now, for the duration at least, I am the head of the Department of English in a small high school in northern Maine. Thus I believe I am in a position to judge the fairness of the vituperative criticism that college faculties delight in heaping on the secondary schools.

The form that this criticism takes is very familiar to anyone who has been around a college. It is typified in such remarks as: "You may as well assume that the students learned nothing in high school;" or in such sweeping statements as, "All these high school graduates are not only illiterate but they haven't even learned the value or technique of study." It is the same in every department. The mathematics professors maintain that their freshmen can't do simple division. The history instructors howl because their entering students don't know the difference between the Revolutionary War and the Civil War. The language departments tear their hair because they have to spend half their time explaining that a sentence consists of a subject and predicate.

I have joined in these laments myself and I have often wondered what the students did in their four years of high school or for that matter in their whole twelve years of pre-college education. I also wondered what kind of dolts the high school teachers could be if the results of their efforts appeared so microscopic. I still have a great deal of wondering to do, but I can now wonder sympathetically instead of arrogantly and narrow-mindedly.

I say then to the college professors that most students do in fact learn very little in high school, but the reasons for this failure are not what they are commonly thought to be. The blame cannot be laid wholly on the ineptitude of the teachers and the unsoundness of their methods. In fact, I hope to point out later that part of the fault is attributed to the colleges themselves.

▼

But first let us discuss the common charge that the teachers are inefficient. It must be admitted that they are inefficient but not for the reasons usually propounded, such as stupidity, laziness, poor education. The reason for their inefficiency is in general quite different from this, though as in all professions the teaching profession is not entirely free from inferior persons. The one overall reason why high school teachers accomplish so little can be summed up in a single word — overwork.

In the University of Maine and the University of Kansas we considered that twelve hours of teaching per week constituted a heavy load; ten hours would be nearer the optimum. At Georgia Tech in the Deep South, fifteen or even eighteen hours were not considered inordinate. But in the high school where I now teach thirty-five hours a week are the general thing—that is, an eight-hour daily grind, to which are added such other chores as home-room supervision, attendance at social events, and coaching of various activities. Moreover, we must consider that at the college level an instructor of any forcefulness has virtually no disciplinary worries. In a high school, the matter of discipline is rarely out of a teacher's mind. In short, not only are the working hours more than twice as long, but the nervous energy dissipated in the enforcement of discipline is much greater.

It will be argued that the teachers' preparation for a high school class and the amount of paper correcting are less time-consuming. This is necessarily true, of course, since the solar day unfortunately consists of only twenty-four hours. However, it should not be true. Fully as much time should be expended on preparation for a high school class as for a college class. As a matter of fact, the high school class should be given even more careful preparation, and the papers should be corrected fully as painstakingly. There is nothing easy about holding the interest of high school students. Generally, as most educators agree, it is more difficult than with the college students, whose interest in what they are taking—in the case of elective courses, at least—in part compensates for dullness or poor preparation on the part of the instructor. As for me, I have found that high school classes offer more of a challenge to my teaching abilities than do the university classes. And most of the skillful teachers that I myself have been subjected to were on the high school level.

The high school teachers, therefore, with just as big a job to do as the college teachers, are given

less than half the time to do it in and have to expend more than twice the energy. Is it any wonder that their achievements sometimes leave much to be desired?

The effect on secondary education of this overworking of the teachers cannot be too much emphasized. It is an evil that should be cried to the housetops, the voices of the college faculties helping to swell the chorus. It is the one evil that even more than low pay drives people out of the profession. It is the evil that renders futile all other efforts at improvement of education.

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The effect on the teacher of this overwork is worth briefly analyzing. Its most deleterious effect is the sense of frustration that it causes. A conscientious teacher soon comes to realize that he is humanly incapable of doing efficiently the vast job assigned to him. To a conscientious person there is no more devastating feeling than that of not performing his duties well. The result is often one of two things. Either the teacher looks for other work or under the constant feeling of frustration becomes grouchy, "queer," and generally neurotic and eventually loses all competency to accomplish anything at all.

With my twelve or fifteen class hours a week in college I used to think I had a man's job. Now when I look back from my thirty-five or forty hours a week of teaching and supervision I don't see what I used to do with my time. And yet the college load was enough. It kept one busy, if it was to be borne effectively.

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The second great cause of the ineffectiveness of our high schools is the lowering of their standards to admit all students above the level of downright morons. This lowering of standards deteriorates the schools in two ways, for neither of which the teachers are responsible. First, it necessitates the simplifying of the courses to an extent where the inferior students stand a fighting chance of passing them. Second, the amount of time and effort that the teacher devotes to the stupid pupils is so great that the more brilliant students, the ones who eventually go to college, are deprived of the attention they deserve. Thus neglected, the future college students slide along without having to exert themselves and without even so much as a prodding from the harrassed teachers. That all this is manifestly unfair no one will deny. The situation, however, could be remedied by adequately staffing the schools so that both bright and backward students would receive their due share of attention. It is a problem, however, that the colleges are relatively free from, since the twenty-five percent of all high school graduates who go through college do not include many of the really slow students.

Lastly, the colleges are themselves partially to blame for the influx into them of poorly prepared freshmen. Entrance requirements to colleges and universities, especially the publicly supported ones, have never been stringent enough and have in many cases been lowered. If the standards were higher the high schools would be forced to meet them. Public pressure would be brought to bear on educational administrators and legislatures to the extent that causes of the present inefficiency would be removed. But as it is, the hard-pressed high schools do only what is necessary to get their graduates inside the college portals. There is neither the time nor the energy for any frills.

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I suggest, then, that the college and university faculties direct their criticisms where they belong—against the parsimonious taxpayers and legislators who impoverish the schools to the degree that they are incapable of functioning properly. I suggest further that fewer condescending, sneering remarks be heaped on the heads of the teachers who are bravely struggling under this almost intolerable situation. In this day of united fronts and total wars all teachers—from those of the sub-primary grades to the graduate faculties—should be united in an effort to eradicate the evils that sap the efficiency of our school systems.

EDITOR'S NOTE

Two high school teachers met in the teachers' room. One of them, while applying powder and rouge somewhat deliberately remarked: "I am taking five minutes off. If they would only give us an occasional free period, with a chance to get away from crowds and questions and recitations and discipline and office bulletins—I am sure we would be better teachers."

The position taken in the previous article—and seemingly well taken—is that high school teachers are expected to do more than is humanly possible for them to do.

Why there has been so little protest from the teachers themselves is perhaps a mystery. But it may be that the ones who do their work conscientiously don't like to be classed with their lazy, less conscientious colleagues who complain so often and so easily.

The Journal will be glad if "A College Instructor Looks at the High Schools" just happens to set off fireworks where they will jar the right people.

IS TEACHING A PROFESSION?

LOUIS FOLEY
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Kalamazoo

IN ORDER to see more clearly just what something is, sometimes it is helpful to visualize what it is not. So I feel that my conception of what a teacher ought to be has been considerably sharpened in its outlines by continued observation and contemplation of a teacher who decidedly does *not* represent my ideal in any way. Not for a moment do I pretend that he is "typical," and indeed I should hate to think so. Yet he is only an extreme example—the most extreme I have ever known—of shortcomings which in various degrees may be found discouragingly often among teachers.

We shall call him Mr. Monger, principally for the simple reason that that is not his name. That happens, however, to be the old Anglo-Saxon word for a trader or dealer, one who sells something. The name therefore logically fits a person who accepts the regrettable slogan which was in vogue for a while, back in the pre-Depression days: "teaching is selling." There were Professors of Education who solemnly advised candidates preparing to teach that they must learn to "sell themselves to the community"—after first, of course, "selling themselves" to some superintendent of schools. I can offer no statistics as to how well Mr. Monger has "sold" himself, but I see little evidence of his having any higher ideal of his life-work, which I think he would cheerfully give up tomorrow for any "job" which would bring him more money, provided of course that its tenure should seem equally secure.

The best way I know to illustrate Mr. Monger's character as a teacher—and as a human being—is by presenting specific details of his behavior. They will be things which are definitely symptomatic of much beside, and which fit with other facts about him.

Since a very large part of any teacher's "work" consists of *talking*, the quality of his speech is both conspicuous and important. This aspect of his personality, however, Mr. Monger shows no sign of ever having made any serious effort to improve. During his college career he must have "learned" a good many things in order to get credit for required courses in English and Speech, but it evidently never occurred to him to apply any of them in "real life."

Considered analytically, his language is a curious mess. For one thing, it is definitely marked by provincial dialect. Though his ancestors have been natives of America for several generations at least, his parents grew up in a region where people of their racial origin traditionally carry on the old-country language and, in speaking English, have a number of quaint expressions resulting from literal translation of the foreign idiom. Of this linguistic background Monger has absorbed none of the good and most of the bad. He could not speak (or read) a single sentence of the fine European language which his parents still use, or pronounce a word of it really correctly. Yet he preserves practically all of the dialectal peculiarities characteristic of their imperfect English. On the one hand, he might have acquired, far more easily than most people can, a second language which would have opened doors to rich treasures of science and literature otherwise well-nigh inaccessible, and would have been of great value in connection with the subjects which he is supposed to teach. On the other hand, he must have been very unobservant not to notice how the normal speech of his own native region differed from the barnacles of provincialism which still stick to his habitual expression.

In ordinary conversation he seldom utters a sentence that is grammatically correct throughout. He has a habit of asking the listener's confirmation of a statement that he makes. So his sentences frequently end with "don't it?" or "ain't it?" and he "couldn't hardly" talk without double negatives. As you would expect, he "lays" down to rest, and so on and so on. Sometimes his pupils make fun of his language without his suspecting the fact. A member of the class will ask innocently with particular emphasis, "Doesn't it—?" just to hear him reply, as he invariably does, "No, it *don't*." There must not be very many of his junior-high-school boys and girls who show less feeling than he does for the fundamental decencies of sentence-structure.

His taste in language appears in his choice of words, or perhaps we should say in his lack of any real choice. The word *man*, for instance, scarcely functions in his vocabulary; that man is "at guy." He has acquired, and works overtime, all the crudest and stalest items in the negligent lingo of our most careless youth. "Gonnuh" and "gottuh" are of the very fibre of his diction, as is "I got" for *I have*. You would never catch him in frankly outspoken profanity, but his remarks are constantly inter-

spersed with the most wearisome of conventional parodies such as "Gol," "Gosh darn," "for cripe's sake," or "a heck of a time." He might appear shocked at any actually lewd words, but among his pals he shows a fondness for anecdotes that are vulgar or even disgusting in implication, without being really very funny.

No less than by his language, is the level of his inner life revealed by what he principally talks *about*. He is an excellent example of the truly naive person, one who, being profoundly interested in what personally concerns him, assumes that other people have the same interest. So he "talks shop" on all occasions, whenever he gets a chance. But let us understand just what we mean by "talking shop" in his case. It is not a matter of discussing technical details of the subjects in which he is supposed to have specialized, or educational principles and their application, or anything else that is disinterestedly intellectual. So far as one can see, he is not interested in anything for its own sake. What obviously absorbs his attention is always either the working conditions of his "job" or else his financial remuneration therefor. He is insatiably curious about others' salaries, in order to compare them with his own; he could tell you not only how much any of his colleagues "makes" but also how much that person "cleans up" in other ways outside of school hours. No reticence of good breeding holds him back from telling you about his private affairs. To the most casual acquaintance he will tell about insurance premiums or debt payments that he has to meet, or any of a hundred other things that some of us would resent even being asked about, considering them nobody's business but ours. What he seems especially to enjoy telling is how he worked some slick scheme or other to get something at a bargain or to avoid expense. He is not without a certain native shrewdness, and he plays it for all it is worth; he lacks the more advaced cleverness which is wise enough not to make the shrewd tricks too indecently obvious.

His years of "professional" training and of participation in educational organizations have not failed to leave some marks upon his speech. You would not find him at a loss for merely technical vocabulary, and he is glib enough with all the cut-and-dried euphemisms and abstract jargon of pedagogical palaver at its dullest. He has learned to say "individual" instead of boy or girl, "co-operate" instead of behave or obey the rules, "problem," "underprivileged," "integration," "areas," and the rest. There is little indication, however, of any depth of *meaning*, any real insight into important educational purposes, in these conventional mouthings.

As a teacher of considerable experience, he has been called upon to some extent for work in "counselling" and "guidance." Moreover, he is always ready to give advice to his pupils as to what studies they should pursue or what sort of career they should choose for themselves. No doubt his advice is quite sincere. But it would not occur to him to try to lead young people toward appreciation of other things in life as well as material rewards. The only real argument he knows for persuading boys to go on with their schooling, or to elect this or that subject, is that it will enable them "to get better jobs" after they are out of school. Of course we could hardly expect him to "guide" youth very far into realms of intellectual, aesthetic, or humane values where he never bothered to enter on his own account.

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If Mr. Monger were only a humble and obscure employe of the public-school system in which he works, we might not need to take him very seriously. The disquieting fact, however, is that he ranks as a *successful* teacher. Recently he could have become superintendent in a smaller town, if he had not decided that the salary was not large enough to justify the move. He is better paid than many who have far more "education" in any true sense, who are far more intelligent and cultured, and who are more unselfishly devoted to their occupation and surely exert a far more desirable influence on our young people. How then does he "succeed"?

A thoughtful observation of his operations reveals the underlying technique. In the first place, he is always "conscientious" about the merely mechanical details of his responsibility. He is punctual, is always conspicuously "on the job," hands his reports in at the appointed time, makes his appearance at required meetings, "gets things done" on committees. He has a way of being in evidence at the moment to be put in charge of this or that; then he looks very busy, rushes about, giving unnecessary instructions, creates the impression that it is he that is making all the wheels move. (You can't tell whether this is scheming or whether he just doesn't know any better.) He is not the man to "stick his neck out" or quarrel about a principle. He does not exasperate his pupils by disturbing them in any of their crudities, so long as the class goes fairly smoothly. Anyhow, they "like" him because he becomes pretty well acquainted with them by being in charge of certain extra-curricular activities—the kind, incidentally, that carry extra remuneration for the teacher, and therefore are appreciated and respected by administrators. He is good enough at the kind of flattery that makes not-too-discriminating parents feel good, and "works" with the majority of those who have time to attend schoolhouse meetings and make their influence felt. So he is rated as a "good teacher." Indeed, he is apparently considered an example of professional "leadership."

Now when people of Mr. Monger's calibre talk about "the teaching *profession*" or about "being professional," one is tempted to say to oneself with a sigh that another once-meaningful word has been emptied of its content. For being "more of a profession" seems to mean to such people, in the final analysis, simply doing less work for more pay. They do not even have any conception of what is really professional preparation or what it means in application to their own work, namely a truly *liberal* education — which they never had and do not value. They show no respect for the things which have traditionally set the real professions apart from ordinary trades and occupations (without any snobbish airs of superiority toward these last, either!), namely a genuine culture, breadth of view, sincere intellectuality, disinterestedness, devotion to ideals.

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Certainly there are many teachers—as there are people in all manner of occupations—who do have an essentially professional attitude toward their work. Nevertheless it is only elemental realism to recognize that there are too many who have not. The situation is not going to be remedied by any "raising of standards" which is merely a matter of curriculum requirements in teacher-training. Improvement will be brought about only by a long and painful process. It will require the continued loyal effort of individuals and organizations that have the intellectual and moral stamina to stand steadily for ideals, come what may. Teaching will be recognized as a full-fledged profession when teachers, not only individually but generally as a class, fully deserve that rank and possess the true dignity of character appertaining thereto.

MOTES, BEAMS AND CRITICISMS

RUTH COYNER LITTLE
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and
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Journal of the National Education Association

ARISTOPHANES, the celebrated Greek comedy writer, once wrote a play in which he made Socrates the object of his biting satire. Plutarch tells us that the play was a huge success. It ran for twenty years and everyone in Athens flocked to see it and laugh at its pointed thrusts. One day Socrates himself went to view it. When a friend asked why he had done so, Socrates replied simply, "I went to see if I could learn anything about myself whereby I could improve myself."

Zeal for self-improvement is a major characteristic of American education. Teachers are constantly searching for anything that gives promise of inspiring pupils to better achievement in terms of their ability *to* achieve. This same zeal, however, has caused us to worship some strange educational gods at times, and has made us vulnerable to sharp criticism.

Some of this criticism is honest and sincere—and well-merited. Some is not. Enemies of education who would like to break down the system of free public schools because they do not wish to support it by taxation or because they do not want the masses of the people educated into a thinking citizenry, seldom reveal their true reasons for attacking the schools. It is not popular to say, as it was in Horace Mann's time, that we might as well take a man's ox to plow his neighbor's field as take a man's money to educate his neighbor's son. The opposition is much more subtle these days—attacking the way some subject is taught or ridiculing the foibles of some school or teacher. Through professional organization, teachers can and do expose selfish interests whose attacks are clothed in the garments of righteous criticism.

Nevertheless, since no chain is stronger than its weakest link, we must be eternally vigilant in locating and strengthening the weak links in our public schools. The criticism of both friends and enemies is a tool we can use in that process. Our friends' comments are motivated by the same belief in education as the foundation stone of democracy that we ourselves cherish. And if we locate our Achilles' heel through some arrow from an enemy, we can at least be thankful that the shot need not be fatal but can instead reveal the spot where treatment is needed.

Whatever the source of the attack, the wise teacher does not fall back on mere self-justification. If we are to meet the needs of our children, we do well to study the criticism rather than resent it and to subject our practices to stern self-examination.

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Our zeal for improvement has been at once our strength and weakness. It has been our strength because it has represented the same spirit of inquiry that has lighted the pathway to civilization, making our schools infinitely better with each passing decade. Looking back over the yesterdays

of our profession, we see a succession of "outgrown shells" by "life's unresting sea." And this is as it should be.

The weakness is a by-product of our strength. Developments in few fields of human endeavor have come without sharp divergencies of opinion. Quite possibly our prehistoric ancestors broke each other's heads over the best ways of chucking stones at the rabbit which they designed to serve as their evening meal. The differences among the viewpoints of educators as they press forward have been less devastating to the physical person, but they have perhaps laid the foundations for some of the criticism leveled against education today.

When we examine these criticisms, we find that they are due fundamentally to three causes:

(1) Our tendency to accept major changes before adequate experimentation has indicated their strengths and weaknesses. This has its origin in the sincere desire on the part of leaders to better the practices of the classroom, but it has been known to turn into an effort to keep up with the educational Joneses.

(2) Our reluctance to evaluate on the basis of evidence. Our educational enthusiasms would cause us less embarrassment sometimes if we would first subject them to adequate experimentation, conducted in all the various teaching and learning situations to which they might apply, without any predisposition to find out what the investigators set out to find.

(3) Our inclination to become more interested in maintaining a position than we are in seeking truth.

The contradiction between points 1 and 3 is more apparent than real. Say that some persons or some group, disturbed over the flaws in a given method of teaching reading, find another way which seems more effective. Without waiting to perfect the system or to test and experiment adequately, the reformers rush in and campaign for their own innovation. Once it gains headway, the advocates tend to see only those results which are favorable. As the new system becomes entrenched, its partisans vigorously defend it against the inroads of newer groups, who, disturbed over the flaws in this method, have experimented. . . . And so it goes.

Over and over again we have witnessed the spectacle of a new idea developed to correct a bad situation, only to find the new idea, which originally had merit, degenerating into form without merit. Thus it was with Pestalozzianism, which degenerated into mere "object teaching." Thus it was with Herbartianism, with its five formal steps which came to be regarded as an end instead of a means of assisting inexperienced teachers. Thus it was with Lancastrianism, which did much to bring about free public schools, but which eventually fell of its own weight.

All of these had some contribution to make to the teaching and learning process, but because they were misapplied or little understood by many who were charged with using them, they came to vie for honors in sterility with the practices they were designed to improve. We are prone in American education to believe that because an idea works well in one situation it will, *ipso facto*, work well in many situations and so we apply the new idea indiscriminately to all grade levels and to all ability levels, regardless of the intellectual or material resources of pupils, teachers, or schools. And when it does not work as an omnibus cure-all, we discard it with a finality as definite as the enthusiasm with which we clutched it.

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The public in general and parents in particular are sometimes bewildered by the various shiftings of educational winds. Correlation, the activity movement, the whole child—these and dozens of other educational passwords are the center of a whirlwind of fanfare one day and becalmed in disrepute or disinterest another day.

It would be interesting to know to what extent our practices that have drawn so much criticism on the schools were developed by those who are removed from active classroom situations. Teachers, when permitted to cooperate and participate in school policy, have more than vindicated the faith of the democratic administration which has provided the opportunity. We believe that the teacher herself—alert to take advantage of new developments but hesitant to make radical departures—can, if given the chance, help to keep education on a more even keel.

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If the spirit of inquiry for better methods and ideology persists; if we investigate adequately before embracing all the practices that may be presented; if we think on the basis of evidence; and if we seek the truth rather than the maintenance of a position we may have taken—education will be less vulnerable to attack and criticism. And the more we can eliminate the bases for *justifiable* criticism, the better position we shall be in to combat the *unwarranted* attacks.

For instance, the public cannot justly criticize the schools for conditions that are due to overcrowding, understaffing, and underfinancing. In refuting criticisms which spring from conditions for which the public itself is responsible, the position of the schools is infinitely stronger if they are not at the same time having to answer criticisms that could have been avoided by a little more vision, a little more judiciousness on the part of schools and educators. And this is what we must strive toward if we are to make of the schools society's best investment in its own future.

ARE YOU A SUCCESSFUL TEACHER?

MARY McCOOL

SOME items, like death, taxes, and the mutability of April weather, must be taken for granted in our program of living. Likewise, it is taken for granted that you who teach in the public schools of this country know how to present your subject matter to a group of more or less willing yearners for learning. You can impart knowledge in the manner of an animated World Book. You are deeply concerned with the responsibility of lifting the level of learning in our schools.

There are many methods of teaching. You are familiar with most of them. You know the learn-or-else method, the drive method, the bribe method, the vinegar method, and the osmosis method. The osmosis method is delightfully explained in Dr. I. M. Sappy's new book entitled, "Diffusion of Learning Through Mental Pores." He declares that it is a painless method, and he also guarantees results.

You are a staunch advocate of mass production in education, and you feel that progress is being made. In other words, you know how to teach. At least, you think you do.

But are you a successful teacher? How do you know that you are? Have you taken an inventory of yourself since that first year when you began to spread the culture of "amo, amas, amat" to a class of starry-eyed Latin lovers? By the Eternal, it is just as necessary for you to take an inventory of yourself at intervals as it is to collect test data from those besweatered, beslacked, and beaddled disciples of learning who occupy chairs in your classroom. This inventory may be accomplished by answering a few simple questions.

First, do you have a pachydermatous skin? Teaching is not a profession for thin-skinned introverts who are easily wounded by pointed darts from administrators and coworkers. Therefore, if you do not have the thick skin of a pachyderm, you should try to do a little dermal grafting. A pachydermatous skin insures at least two rungs on the ladder of success.

Although no administrator would want a spectacled hippopotamus teaching the 3R's, or a dignified rhinoceros discussing the simplicity of Othello, yet many administrators admit that they prefer in their teachers less techiness and less sensitivity to minor wounds and bruises.

Recently a man remarked to me that he would just as lief, and a little liefer, enter a cage of wild animals in a circus as to attempt to co-ordinate a group of women teachers in a certain school in our town. I am a teacher there, but I am sure he did not refer to me. I do not intend to wear an ill-fitting shoe, especially in this shoe-stamp era. I make an honest effort to remain serenely calm in all emotional emergencies.

I have a recipe for producing calmness, which I am glad to share with you. If I feel my skin becoming a little tight and thin, and if I am about to break out in a rash of unrestrained verbosity, I say to myself: "Washington, Lincoln, Jefferson, Franklin, Washington, Lincoln, Jefferson, Franklin." If these magic words do not produce the desired effect, there is still "Mairzy Doats." You may prefer to sing "Lead, Kindly Light," or "The Chattanooga Choo-Choo," but I prefer "Mairzy Doats." The little lambs eating ivy have never failed to chase away the gremlins of techiness and anger.

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Are you ready for the second question? Do you have a high, average, or low D. Q.? A high Dress Quotient is a sine qua non of the feminine molder of morals and dispenser of wisdom. The days of the Daily Brown Dress with a dainty white collar are gone with the Zephyrs.

In our school Miss Prima Grade occasionally wears a sky-blue skirt, a baby pink sweater, and toeless slippers. Her brown hair is brushed upward, and the top of her head is covered with a mass of soft, swirling curls. Last week one little boy in her room said to me: "Ain't our teacher purty?" She is pretty, as pretty as the proverbial picture.

My Aunt Sephronia, who taught school near Gravelly Point for thirty years before passing to her reward, would turn over in her grave if she could see Miss Prima Grade today. "My word!" she would say. "Where are her stockings?"

It is equally important for a man leader of destinies to find out his Dress Quotient. Brother, how are your creases today? Is that a gravy spot on your necktie? Do you think that hole in the back of your left sock will get any bigger? How is your neckline?

I must confess that I depend upon the DeLuxe Cleaners and Pressers to look after the wardrobe needs of my teacher-husband. The laundry takes care of his buttons. I consider it my wifely duty to sew on buttons, to mend socks, and to ask each morning in a virtuous tone, "Gunny, did you get a clean handkerchief?"

Most children enjoy a change of scenery in the wearing apparel of their instructors. Last week I wore to school a new brown and yellow plaid suit, a green blouse, and a brown duck for a lapel gadget. I felt that I looked rather fetching and not a day over fifty. When I

entered the seventh grade room to explain the difference between a subject and a direct object the boys whistled and the girls clapped. I shall never forget that moment. After a few seconds of tonguetiedness I explained that I did not like such greetings. At the intermission Marilyn put an arm around me and said seriously: "Mrs. McCool, don't you feel bad about that whistling. When boys whistle, that means they like you. Didn't you know that?"

If your Dress Quotient ranks high, you may advance two more rungs on the ladder. If your rank is average, you may climb up only one rung.

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This is the third question. Are you cheerful? The daily griper and the frowning fault-finder do not radiate cheer in the classroom. In these trying days children need to be cheered, to be understood, and to be loved.

Many teachers bring their personal and domestic troubles to school. I admit that once during the winter I brought my broken electric sweeper. I did not realize that anyone would see it. Eagle-eyed Donald, a leader in the eighth grade homeroom, raised his hand and politely observed, "Are you mad again this morning, Mrs. McCool? You have some frowns and you look mad." Of course I could not tell him that just before coming to school I had caught the edge of my bedspread in the sweeper with disastrous results. The sweeper refused to sweep. It was a thoughtless act of mine to bring that sweeper to school on a frown.

If you are cheerful and can remain cheerful until the bell rings at the end of the school day, you may advance to the top of the ladder.

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Fourth, are you a dictator? Do you preach democracy and practice dictatorship? Do you teach with a book in one hand, a rod in the other, and fire in your eye? Do you ever leave your room for a few minutes and upon your return you find a bedlam? That is one reward of the dictator.

Perhaps you are explaining at the front blackboard how to find the area of a triangle. You hear a clicking sound in the back of the room. You hear it again and again during the course of your explanation. Too much is too much, and you march, head up, chin thrust forward, to the back of the room. You halt at the side of the cherubic-looking culprit and shout, "Give me your dice." Well, he hands them over and you lecture the rest of the period concerning conduct. The order is perfect. Wilford is probably formulating another plan of torment to be used tomorrow. The bobby pin method is usually good for ten minutes, which includes the lecture.

There is no peace permanency and no real learning in the room of a dictator. It is as devoid of good results as the room of a weak-kneed, spineless teacher.

If you rule entirely by force, then you should get another occupation.

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Fifth, do you teach for money? If you do, don't. When you compare the average income of teachers to the average incomes of professional groups with comparable training, you will find the teachers in the cellar. In my state, firemen, factory workers, policemen, and postal employees are better paid than teachers.

The Teacher—1944

Ruth C. Harpel

Today it's just begun
This saying of goodbye to Ned and George
and Frank.
One by one they bring their textbooks back
Unneeded now; for they trudge off
To war: to fly, to fight,—and maybe die.
Some come with apprehensive eye,
And some with twinkle, jest, and quip;
But all feel they are now to realize
At last this long-awaited day, to
Be a grown man—someone to be
Reckoned with, by God!
And I? Suggest that when
They're lonesome and want news
I'll write. They must come back to
Show that proud new uniform, I say;
"And don't forget your girls at home," and
All such triviality—to cover up
A writhing hidden grief.

Must these go? These, my boys?
Yes. They are mine. I give with pride
Back to the land who gave
Their minds and hearts to me to
Feed the intellect and spirit; to
Make to grow their courage staunch, and high
desire.
If I have filled my mission, nourished well
their fire,
They will not fail!

Johnny Grabble, who is my sister's husband's youngest brother, collects more shekels than my husband does. He screens porches. Cousin Hoagie, who is a welder, has paid off the second mortgage on his domicile. In fact, all my relatives are doing very well, thank you, except Uncle Shell. Poor fellow, he is trying so hard to raise a new brand of chickens that have smaller gizzards and heavier feathers. But that is beside the point.

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However, if you have not been asleep at the switch this winter, if you have dined and wined the president of the school and his estimable wife, and if you have pulled a political string or two, you may be able to persuade the school board of your intrinsic value. They may give you a raise of fifty dollars next year, which will nearly pay for that new set of uppers you have been needing.

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Sixth, is your life worthy of imitation? Children in most schools are not fools, nor are they easily fooled. They are quicker than adults to detect insincerity and they resent unfairness. They want their teachers to be honest and above-board. They may imitate more of your qualities than you think they do.

Our country needs more leaders who have nobility of character and ideals of honor. Those teachers who lack breadth of vision, who are prejudiced and selfish, and who preach the Midas-touch rather than rewards of service, are not worthy of their calling. To lead, direct, and help children is a privilege, not a mere job.

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Life demands much of young people today. Let us who teach feel more deeply than ever our responsibility for their training and guidance.

TEACHING IN THE PREFLIGHT PROGRAM

J. A. BURKHART
State College
Pullman, Washington

THE army's college preflight training program is now in its second year. A few personal observations concerning the merits and accomplishments of the program might be not only timely but also pertinent to the entire problem of war and postwar education.

Curiously enough, the advantages of the program were not limited to the students. Teachers were favored by a diversity of students whose backgrounds reached into every state of the Union as well as some of the Territories. Diversity of age, previous occupational experience, intelligence, and academic preparation — all contributed to classes whose composite backgrounds will never again characterize our classrooms. The differences in each of these factors was amazingly large. The ages ranged from eighteen to twenty-six, occupational differences varied from the unskilled worker to professional men, and the academic background of the students ranged from grammar school graduates to men with college degrees. It was not uncommon for a man to turn up in English, history, mathematics, or physics classes with a major in that subject; occasionally, a cadet would appear who had his master's degree or, in one or two cases, his doctor's degree.

The students represented all classes of society, since it was apparent that they were selected on only one basis, their qualifications as potential aviators. Over forty per cent of the men would not have gone on to college if it had not been for the army program. If one excludes the students who had been in college before assignment to the preflight program, the percentage of men who desired to go on to school but who did not have the opportunity, rises to sixty per cent. This democratic educational program will have a tremendous influence upon postwar education.

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The level of instruction varied with the ability and previous academic background of the students. Since the sections were segregated according to intelligence and scholastic aptitude, it would not be reasonable to expect the same degree of attainment from all sections. In the best section student performance was equal, if not superior, to that of an average college class. By contrast, the poorer sections did not measure up to college standards; but approached, in classroom reaction, the upper grades of the senior high school.

The motivation for learning in all of the classes was unsurpassable. Particularly was this true in mathematics, physics, physical education, geography, and first aid. Here the students could readily see the importance of these subjects to their future duties and responsibilities as aviators. Even the teaching of such academic subjects as history and English was vitalized by military implications. In history the students were seriously concerned with the present war, its causes, progress, and the nature of the peace which will be made at the conclusion of the war. The subject of English probably excited more student interest in the

preflight program than it ordinarily does in civilian classes. Since all of the men were potential officers, there was a general understanding regarding the necessity for good English. Motivation was also increased by exercises on military correspondence and by emphasis placed upon oral compositions, particularly extemporaneous speaking.

Besides having the advantage of extremely good equipment to encourage all phases of instruction, the teachers received the benefit of many stimulating teaching situations. Remedial, or tutorial, sections for students whose work was not satisfactory, were arranged; supervised study was provided; and many visual aids were made available.

Finally, it was possible by means of standardized final examinations to observe to some degree the accomplishments of teaching. The army authorities arranged a series of comprehensive tests for each subject. These were given to the students upon the completion of their college preflight course. The results of the examinations were then made available to each teacher, so that he had the opportunity to compare the classroom performance of the students with the scores which they had made upon their examinations. From the test results, a periodic report was made up showing the average score made by the college in every subject and the total score made in all subjects. These scores were put on a comparative basis. Thus it became possible to observe how each college fared in relation to all other participating schools.

To say that the system of comprehensive examinations was a measure of the effectiveness of teaching would be claiming too much. There were always too many imponderables which could not be calculated. However, it must be admitted that under very few other situations have teaching and its results been brought into the limelight with such objectivity.

Teaching in the preflight program has not been a perfect arrangement. For one thing the program was always in a state of flux. Never was there sufficient time available to accomplish the desired objectives. Yet no alternative was possible, since the program by its very nature was directly related to combat operations. But in spite of all its shortcomings the experience has been unique and profitable. Even the teachers who were openly critical of the program admitted that in all probability they would be better teachers in the future as the result of this experience, since they would always be more conscious of student reaction. As one teacher put it, "I will never again assume that my students are automatically absorbing all of the subject matter in my course."

Probation to the Rescue

CLARISSA LORENZ

WHEN the family conditions of a certain problem boy in Boston were investigated, it was found that he was not only sullen at home and backward at school, but in bad physical shape. He suffered from defective ears and bad eyes. After these maladies had been given proper attention, the Hon. John F. Perkins, Judge of Boston's Juvenile Court, sent him to the Citizen's Training Group.

In this unique Center, which Judge Perkins founded some years ago and which is financed by the Community Fund, the delinquent was plunged into a concentrated activity program. He was required to report every afternoon after school. Under the supervision of probation officers, who observed his behavior and morals as well as his physical defects, he played games like basketball, and was given something of a social sense in mingling with other boys. Like his fellow-probationers there, he was instructed by first-rate speakers and taken on tour to be shown symbols like the State House, which stimulated civic pride and taught him the meaning of Government.

Practical work like manual training being compulsory, he took up carpentry. His model airplanes were admired in the Center and then favorably commented on by the U. S. Navy Department. In a few years, this boy had progressed into a useful, self-respecting citizen, and today he is a fine cabinet-maker. Despite his poor eyesight, he has been accepted by the Navy.

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In Boston there are now on probation under a hundred girls aged 13 through 16. And while store larceny cases dwindled from 40% of all complaints against girls in previous years to 10% in 1943, truancy is on the rise as elsewhere. Social service workers blame the war. For children, war means a let-down of discipline. School teachers are overworked, and youngsters are tempted away from their school books by the lure of big-money jobs. They want to get in on the boom while it lasts. Failure to learn control may be due to any number of reasons — bad parental discipline, vicious neighborhood or domestic strife in the home. Especially in the home is discipline relaxed during wartime. Fathers and brothers go off into the service, thus depriving the home of proper authority and putting a double burden on mothers.

The situation is made worse where mothers indulge their children. "But what am I going to do?" one mother asked a probation officer. "Here's my neighbor, Mrs. Jones, who allows her daugh-

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in co-operation with JOSEPHINE MCCARTHY

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ter to go out at night. So my Mollie insists on going out, too." However difficult it is for a mother to carry on discipline and order without her husband, she has no alternative if she is to preserve decency and spare herself heart-breaks later on. Giving in to her children's whims is the quickest way to lose their respect. And it is because such parents won't assume their proper responsibilities, as social service workers tell us, that the state has to intervene. Probation officers are doing a splendid work in solving many complex problems, but they, too, are understaffed and overworked.

"A bad child is simply an uneducated child," says Judge Perkins, who has been instrumental in cutting down much of the store larceny in Boston. "I find that education is 90% of corrective treatment. Living in a community is a skill that can be developed only by effort. We're all born delinquents and reprobates. We all have the impulse to lie and steal. Given the propitious circumstances and enough pressure, even a paragon will stray from the path. These bad habits must simply be trained out of us. Probation work means removing obstacles from the child's life and hammering away at social and psychological values."

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The probational system in Boston strives to attain this goal. When a Boston youngster is caught by a store detective and admits having committed larceny, she is taken home by a probation officer, and the parents are always grateful that she has not been carried off to police headquarters. Of course there's always the risk of a runaway en route, but there have been no such breaches of good faith in eight years of one probation officer's experience. The next day the youth appears in the juvenile court with the store detective, mother and probation officer and, after delinquency has been established, is placed on probation for a period of one year.

A probation card is given the youngster, the officer keeping a duplicate. This card explains among other things that she is expected to do her best at home, in school and church, among friends, and as a citizen in general. She is made to read and sign the card so she will understand and be impressed by what she is undertaking. She is told that it is neither anything to brood over nor become self-important about, merely a chance to make good by obeying the rules.

Judge Perkins usually asks the child what kind of a person he or she wants to be. If he really wants to play ball with society instead of cutting corners, then corrective work is fairly easy. The most hardened reprobate can be won over if he is given a sense of usefulness.

He must also experience the futility of doing wrong, while the shame and disgrace of exposure must be linked with a desire for higher moral standards. This comes only through crystallizing resolutions by instilling habits of virtue and setting up an ideal.

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At the beginning of the probation period, youngsters report to the officer every week, then every two, then every three weeks, and for the remainder of the year every month. The home is also visited once a month, more often if necessary. Blanks are sent to the schools for the teacher to fill in and report on scholarship and conduct. The officer visits the school and talks with the principal, in some cases also with the teachers. When one high-school girl was placed on probation, her principal took special interest in her, lending her books like Masefield's Poems, and discussing her intimate problems. After a year of firm but kindly surveillance, the girl developed into an admirable person.

The distinction must be kept clear between what can be done for a child and what he must do for himself. Some social service workers confuse these issues, thereby creating a great deal of mischief. The child who hears constant talk about those poor, underprivileged children says to himself, "Gosh, I've never had a chance. Can you blame me?" and goes right on cutting up.

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At the beginning of the probation period, there is usually a certain amount of resistance. Youngsters are apt to be truculent and arrogant, displaying a show-me attitude. Although each child is an individual and needs individual insight and understanding, it is most important to treat all children alike in the matter of discipline imposed. Favoritism or discrimination is fatal.

After three months or more, youngsters regard their probation officer as someone who is genuinely trying to help. They appreciate it enormously if he or she stays overtime in the office to talk to them. "Well, you know," many of them will say, "I'm surprised to find that you're actually interested in *me*. I thought it might be just because it's your job." One schoolgirl, who confessed that she didn't really know why she stole two dresses from a department store, had a neurotic, foster-parent background, and a home "so upset that I had no faith at all in my parents." She told her probation officer that she was so thankful to have found a real friend.

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Though some children fail to improve during probation, in many instances they reform completely after the training given them at correctional schools like the Citizens' Training Center. Such institutions might well inspire similar ones in America. Not only would they convert youth, but they would convert youth power into war effort, and to what better purpose can our boys and girls be trained than to see their country through its own probation period?

THE SCHOOL AT BOWMAN'S CREEK

ROY E. McFEE

THE country school of my boyhood was a modest frame building up along the creek road. It had long been a familiar landmark in our beloved Bowman's Creek Valley. Indeed, within the building we could read the initials of our fathers, carved into the desks and other woodwork.

My first teacher there was my own grandfather. He was an old-fashioned country schoolmaster. During his lifetime he taught more than fifty years in that vicinity, of which thirty years were in the home school. In that time his pupils included his four children, a son-in-law, a daughter-in-law, and several grandchildren, nephews and nieces, besides three generations of his neighbors. Many a person in that farming community never had any other teacher.

Grandfather had a small farm where he interested himself in fruit, hops and bees. But about eight o'clock in the morning on a school day, he would go to the house and change his clothes. He would comb his hair and brush his beard. Then he would put on his Prince Albert coat and walk the mile to the schoolhouse. Together with the minister, he represented the scholarship and culture of that neighborhood.

Later we had another teacher. She was a young woman just graduated from a teachers' training school, and splendidly prepared for her work. I do not remember much about our studies under her. But I do remember that she was beautiful, charming, and altogether captivating, and that we boys all fell in love with her on the very first day.

After that we had another veteran schoolmaster, who lived two miles down the creek. He was scholarly, and extremely popular. He was universally known by the affectionate name of "Jimmie." Sometimes his pupils even forgot, and likewise called him that. Jimmie had taught most of his life, but he was also a retired minister who occasionally filled pulpits in nearby churches. Besides that, he did all the land surveying in the community. And in his spare time he raised fruit on his farm and served as justice of the peace. This man of many talents was also a specialist in training horses. With rare sense of educational values for farmers' sons, he gave us several lectures on the subject, illustrating them with ropes and pieces of harness.

There were about thirty pupils of all ages and grades crowded into that schoolroom. I suppose that we learned mostly by overhearing everything that was discussed in the various classes. Over in one corner was the big stove which, however, was not always sufficient to heat the room. On cold winter forenoons we would need to gather close around the stove, sitting on the floor or on blocks of firewood, keeping our feet near the fire, but protecting our faces with our geographies. We liked sitting there, because of the novelty, and stayed as long as possible—until driven away by the rising heat.

The whole air of the room was social and friendly. In the far chimney corner were shelves with the lunch boxes; and along the wall, at the end of the blackboard, was the pail of drinking water, with the school dipper hanging above it on a nail.

Perhaps what I remember best was the fun outdoors. There were all the usual games, of course, including "Fox and Geese" played in the snow, and always on the sidehill, because there it was more slippery and consequently greater sport. Then in the summer time there were those delightful games, "Drop the Handkerchief" and "Farmer in the Dell." As long as I live I shall remember the thrill of pressing someone's hand or being chosen the husband of a farmer girl.

But the really great sport was coasting in winter down the big hill which loomed mountain-high directly behind the schoolhouse. Incidentally, it was the same hill where my Uncle George, a generation before, had likewise coasted. One day, in that long ago, the hill was a glare of ice. One of Charles Lane's large Holstein-Friesian cows, roaming of her freewill and fancy, got in the way. Uncle George, on his low sled, just went under her, happily with considerably less damage to himself than to the cow.

In our day the favorite sleds were discarded parts of farm bobsleighs. They were strong enough to hold up all who could possibly hang on, which would sometimes be eight or ten. The person in front would sit astride, and steer by dragging a foot, now on one side, now on the other. Sometimes instead we used an old cutter with the thills off. A cutter was too high to be steered by one person sitting astride it, and had to be guided by two persons each dragging his feet on his respective side. This took very close cooperation, especially since there was a fence halfway down the hill, with only a narrow gateway. If we missed the opening a wreck was certain to follow, and for the next day we had to find another cutter or bobsled.

When we were a little older we often came back to coast at night, after supper. Then the atmosphere was different, somehow. There was moonlight on the crisp snow with an attendant sociability on the part of the young men and women gathered for the wholesome recreation. For a young couple to ride together down the starlit hillside, perhaps to upset in the soft snow at the bottom, and then to walk slowly back pulling the sled between them, was often the beginning of romance.

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Later, when I was nineteen years old, I taught that school myself. I sat in the same chair and behind the same desk that Grandfather had used. I did not have a beard or wear a Prince Albert. But I never expect again to feel as important, as wise, or as old, as I did when I taught the home school on the bank of Bowman's Creek.

Sam Jones, Seaman First Class

LIEUT. M. A. F. RITCHIE, USNR

IT WAS one of the warrant officers from the operations building on the phone.

"Can you do something for a kid who can't read or write?" he said.

Somewhat taken aback by this unusual request, I hesitated. "Training illiterates is not exactly a part of our crew educational program here, Mr. Myers; the Navy has a special training school for those boys at Camp Perry, Virginia," I pointed out.

"But that won't help this kid, Sir, he's already slipped through boot camp somehow, and he can't read instructions or fill out written forms. Maybe it's not your job, Sir, but if the educational officer can't help him, who can?"

That did it. I couldn't say "No." After all I was the educational officer and this boy certainly needed educating. Perhaps I could get one of my enlisted instructors to take care of the job, or one of the Wave officers who had been a school teacher in civilian life. I had at one time taught high school English, and for a number of years before the war had been in college administration, but never in my life had I taught anybody from "scratch" to read and write.

The boy reported to my office. A medium-sized chap, with a slow, friendly grin that seemed to apologize for any trouble he might be causing. His name was Jones, Sam Jones. He was twenty-three years old, he said. Yes, Sir, he was from Tennessee, where he had worked on a farm. He'd quit school in the second grade. No, he couldn't read the newspaper. Yes, he did try to write letters home to his wife, but she didn't have much luck in making out what he said. Oh, yes, she had a good education . . . went to second year high school.

Did he really want to learn to read and write, and would he really work hard at trying to learn? Yes, Sir, he would. Seemed like a fellow couldn't get no place

in the Navy if he couldn't read.

He'd like mighty well to make seaman first on account of the extra pay ($12.00) each month. His wife was "expecting" and she'd be needing a little more money.

As the boy told me his story in his comfortable Southern drawl, I decided that my enlisted instructors might not take him seriously enough or that a Wave officer might treat him too much like a child instead of a man. Anyhow, I'd take him "Mark Hopkins" style and experiment and see what happened. I could do him no harm, that was certain.

Jones was to come in an hour each day, it was agreed. I had no Navy training books at this time that suited the case, so I had to manufacture materials. My yeoman helped and we fashioned work sheets with pictures of Navy personnel doing familiar things. Opposite the pictures we put corresponding words with lines drawn showing the connection. These sheets Jones studied and then recited to me. Then he learned to spell the words correctly. Soon he was reading sentences himself.

About this time I got hold of a reader used in training illiterates in the Army. It was the simple story of an illiterate boy who went into the Army, how he learned to read and write and how he became a good soldier. This gave me an idea. I dictated to my yeoman the story of Joe Smith, a sailor who entered the Navy and began to serve his country at a naval air station. I used simple words and arranged the story in a sequence to parallel Jones' own experiences. At the bottom of each sheet I provided a place for noting difficult words and on the reverse side of each sheet a space for Jones to write the story of his own parallel experiences. I used topics like "Boot Training at Great Lakes," "Going on Liberty," and the like.

Jones was faithful; he would sit for three-quarters of an hour figuring out one paragraph, and he paid close attention to my explanations.

I tried to always treat him as an adult and to use adult ilustrations but to word them simply. Sometimes I would get bored and discouraged, but I was always reassured by the boy's steady determination.

When one day he came in and said: "Sir, my wife says my letters read real good now," I was as much thrilled as when the X. O. would authorize some major educational development on the station, or when we got some new quarters for our division. Another day he came in in a big hurry and with a worried look on his face. He said that he had word that flood waters in his community were threatening his home and he was going to Tennessee on special liberty and he wouldn't be in for about a week, and he wanted me to know why and that he wasn't "laying down" on the job. In a week he was back on the other end of the teaching log, and "Mark Hopkins" was knitting his brow for ways of further development. In the meantime, several excellent leaflets had been received from the Navy training school at Camp Perry. Jones took to those with great relish.

After about three months of work together on the "Mark Hopkins" system, I suggested to Jones that he sit in on the seamanship classes one of my enlisted assistants taught for advancement to seaman first. At the time, to be a seaman first was the height of his ambition.

I was afraid he might be headed for disappointment, but in this venture he exhibited his usual stick-to-it-ive-ness and attended regularly. He mastered the knot-tying easily by demonstration and by this time was able to read well enough to get some of the material covered in Bluejackets' Manual.

At the end of about two months of attendance at these classes, Jones decided to try the written examination. I found myself mentally biting my nails, hoping that he would come through or, that if he failed, he would not be broken down by discouragement. But when the paper was graded, with allowance made for poor spelling, Jones was found to have scored a passing grade. I think I took as much pride in signing the certification form making this Tennessee boy eligible for seaman, first, as I did in accepting my own promotion to Lieutenant, senior grade, a few months before.

It was a great day for Jones when he put the third stripe on his sleeve. He fairly beamed with pride. "I'll have to write to Nancy (his wife) about this," he said.

"Well, son, are you going to quit school now?" I asked, wondering whether he had reached the point of satisfaction, or whether the spark of learning would urge him on.

"No, Sir, I'm still mighty unhandy with both my reading and writing and I'm anxious to make a rate of aviation mech, third, before the baby is born," he said.

And he will. For the door of learning is open to him. As a grown man he was unashamed to to master the simple tools of knowledge he should have had put in his hands as a child. He has repaid the friendly encouragement his officers in the Navy have given him with a fine show of courage and determination. He has proved that in this age of specialized training and scientific wonders, the saga of Lincoln before the hearth, teaching himself to read in the firelight, is still true. He has proved that the "Mark Hopkins" tradition is still the fundamental principle in education. He typifies American youth laying hold on opportunity to work for and fight for a better life of liberty and achievement.

Whatever I may have opportunity to do in the naval service and however many bright-eyed people I may help graduate from college when I return to my civilian profession, being "Mark Hopkins" for this sailor boy from Tennessee will always remain one of my most satisfying experiences.

IS THE DUAL PURPOSE GOING SINGLE?

FRED J. KLUSS
Principal, Roosevelt High School
Cedar Rapids, Iowa

SINGLENESS of purpose characterized the earliest American secondary schools, the Latin grammar schools. Preparation for college was that purpose. Not until a later type of secondary school came into being was preparation for life or vocations generally accepted as a second purpose. In his proposals for the Academy at Philadelphia Benjamin Franklin thought, "It would be well if they could be taught everything that is useful and everything that is ornamental. But art is long and their time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental." This concept of Franklin's may fairly be regarded as a background of the other purposes of secondary education, as they came to have varying emphasis, even through the period of the modern high school down to the present time. Through the successive periods of all types of secondary schools preparation for college was accepted as a constant function. The other purpose, preparation for life or vocations, had to win its way, with the emphasis sometimes on vocational education and sometimes on general education.

The first high schools were in most cases offering only a college preparatory curriculum. And in those communities where enrollments were not large enough to justify the offering of parallel curricula, all pupils continued to pursue the college preparatory curriculum to times astonishingly recent. In larger schools parallel curricula, such as college preparatory, commercial, industrial, home economics, and general, came into wide use, while in the large centers of population special schools, such as manual training high schools, trade schools, or technical schools, were established.

In more recent times the cosmopolitan high schools have followed a tendency to replace the specialized curricula with a plan of required and elective subjects, or constants and variables, or core subjects and peripheral.

From the first introduction of subjects other than college preparatory, an interesting relation ensued between the high schools and the colleges. Very early some pupils who had not pursued the college preparatory curriculum or had not elected the college preparatory subjects in high school, found upon graduation that they did wish nevertheless to go to college. As there came to be more and more of these, colleges began to relax their entrance requirements. While other factors contributed as reasons, colleges continued in the last thirty years to relinquish specific requirements, until now in most midwestern colleges and universities foreign language is no longer required for admission, and many of them no longer require mathematics. So it has come to pass that graduation from high school with a sufficiently high scholastic standing will secure a student admission to many colleges.

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And now—behold what is happening in the high schools! With the beginning of the war the need of mathematics in preparation for nearly all branches of military service was at once recognized. Those high schools which had dropped mathematics from the required list immediately restored it, and boys are filling up the advanced algebra, solid geometry, and trigonometry classes. While a corresponding reaction has not been so immediate or extensive in foreign languages, the necessary establishment of foreign language schools by the army and navy, as well as the prospect of our continued wider participation in world affairs after the war, will undoubtedly have a stimulating effect on language study in high schools.

Thus, while colleges had relaxed their requirements for admission, the high schools on their side are now tightening their requirements for graduation. And if we may continue to generalize further, it appears that the purpose of preparing for life is coming to coincide with the other purpose, preparation for college! The dual purpose seems to be going single.

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It is to be observed, however, that the present advance on the side of the high schools is a preparation for a more strenuous life, a more exacting life even than college life, namely military life. And it may well be asked, should we ever aim to prepare pupils, even in times of peace, for an easy life? Merely to live in a technological "one world" requires an intenser education than educators generally dared to advocate prior to Pearl Harbor. For this sort of education the completion of high school may soon come to be regarded as a basic common education, to be followed by college education, or vocational training, or "life." For such there need not be a dual or multiple purpose. Mathematics and language may become desirable ingredients of such extended common education. If these are disciplines too severe for many pupils, perhaps new ways will have to be found to teach them.

TRY THIS PEPPER RELISH by FRANK M. RICH

A sheaf of out-of-the-groove devices that will help to make activity programs not only progressive but practical and economical.

School Lunches and Outdoor Cooking

Not many of our audience will need to be converted to the school-lunch idea. Most people will agree that schools owe it to the health, decency and convenience of their patrons to furnish a wholesome noon meal for all pupils who are not within walking distance of such a meal at home.

But perhaps not everybody is quite ready to subscribe to our other proposition: — that such lunches ought to be among the most profitable lessons furnished in the curriculum; that pupils themselves can be given a leading part in planning, cooking and serving; that a year's work in the subject should constitute a rather complete course in domestic science, with quasi-vocational and academic correlations; and that the activities can be so planned and presented that boys as well as girls will take to the work with unmixed favor and enthusiasm.

Space limitations prevent further development of these theses; but if the school faculty will treat themselves to an informal picnic party in some pleasant rustic nook, with these home-made camping devices of ours, and any cookable viands from pop-corn to beefsteak, the good time together will do all the preaching and proselyting that is necessary.

The device we present is a novel kind of safety camp stove, made in a few minutes from an ordinary square 5-gallon tin can. The device is much more efficient and economical than a camp fire, and leaves no ugly scar or ashes on lawn or roadside. Chips, fagots, cones or rubbish can be used for fuel, but in the city the simplest is commercial charcoal.

The drawing shows better than words how the stove is constructed. Guide lines for cutting the flaps on sides, ends and top should be drawn as indicated with a straight-edge and large nail. Holes for the wire fastenings are also made with the nail before cutting. The cutting can be done with a lever-type can opener, but the best tool for this purpose is a putty knife driven along the line with a billet of stove-wood for a mallet. The knife turns the sharp edges of tin inward, thereby reducing the danger from cuts. In addition, safety-wise tinsmiths always wear a pair of stout gloves. For convenience in handling, save the last quarter inch still fastened together at all corners and do that last separation when everything else is ready.

After pressing the side and end flaps inward, fasten them with loops of wire, leaving a half-inch crack between for a draft. The raw edges around the bottom tray would better be turned over inward for safety, or else rounded off with a file or hard stone. A turned edge is easy to make by putting a 1½" stick of wood against the sides of the tray and starting the bend by pounding with another piece of wood. The sharp flaps around the griddle openings can be rolled in a tight coil upward with a sawed-off piece of wooden clothespin. The same tool is very convenient for bending the raw edges around the accompanying saucepan-corn-popper-reflecting-oven which is also part of the outfit.

On each side of the middle line of a 1-gallon square can, make small cuts with a hack saw (8 in all) and cut out notches of tin with putty-knife or tin shears. Cut the can on three sides leaving the fourth side intact. Bend open and

finish raw edges as above. For a detachable handle, drive a nail into a 20″ piece of lath and hook it under the hinge of tin between the double pans. The pans are used on the griddle holes for frying; or used with two handles, double for corn popping, or inserted open in the side spaces for reflecting ovens.

An inch of wet mud in the ash pan extinguishes falling sparks and keeps the spot where the fire stands protected from burning. One filling of charcoal will burn about ¾ of an hour. The easiest way to handle the fire after cooking is to let it burn itself out, leaving only a few white ashes to be emptied.

Neighborhood Shack

A close-to-life study in everyday ethics and safety that will open the gates for oral composition and make a written story worth keeping. Dress up our bare synopsis with local color at pleasure. Pause long enough at the problems for discussion and a vote. Let the bad answers stand without comment. Everything will come out in the wash.

1. A dozen boys in the neighborhood needed a club house. Boy One remembered that Mr. A had a neglected vacant lot. Boy Two recalled Mr. B's pile of old boards, probably destined for firewood. Anticipating probable objections, how would you approach the owners for a loan of this property?

2. The committee of boys made much of the community-service appeal; promised to keep the lot tidy and quiet; in payment to Mr. B, guaranteed to save and split all trimmings and pile in his cellar; when the shack would be abandoned, promised to return the boards as before. With this understanding the boys got the permissions and built their shed. Cold weather approached and the need for artificial heat was apparent. Cash was scarce. What would you have proposed about a heating unit and fuel?

3. Members rounded up an old sheet-iron drum, some rusty stove pipe, a small pile of bricks, a half bag of cement. Some had plans to make a sheet iron stove on brick platform, running stove pipe through the roof. How would you have voted, or with what provisos?

4. The iron drum was vetoed in favor of a second-hand wood stove. To avoid an unsightly outside elbow they ran the stove-pipe through the side of the building, insulating it from the boards with a surrounding collar, made of a large tin can filled with cement. The bricks looked clumsy and unnecessary and were left out. They decided to keep a filled water pail always available. Any mistakes so far?

5. The stove was ready to start but fuel was missing, except part of the trimmings still waiting to be returned to Mr. B's cellar as agreed. What would you have done?

6. The boys decided to keep their contract with Mr. B to the letter, and took time to rustle a few old boxes for fuel. Soon they had a merry blaze going. One boy had found a half-gallon of hardened paint. He wanted to put that into the stove. What would you have done, or with what precautions?

7. The boys tossed the paint in on a pile of live coals and soon it was burning furiously. The pipe grew red hot and the floor boards began to smoke. "Use the water!" somebody shouted. "Throw it on the stove!" "No; into the stove!" "No; around the stove!" What would you have done?

8. "Don't throw that water!" one boy cautioned. "You'll crack the stove, and be scalded with steam. Give me a cup." He put a few drops into the raging furnace and the steam soon damped the flames. What changes in their heating arrangements did this experience suggest?

9. The club house was a huge success for several weeks, then other interests intervened. The shed was forsaken. Mr. A met some of the boys and suggested that the lot ought to be cleaned up. "If you don't want those boards," he said, "they would make me some good firewood." "Tell him he can have the boards," said one fellow, aside; "then let him and Mr. B fight it out." What would you have said?

10. When the matter was canvassed many found that now they did not have time to help dismantle the shed. One worked for a grocer; one took music lessons; one got behind with his home work; some of the others balked on the score that it wasn't fair for them to work unless all did. If you had been one of the bargaining committee, left with an unfair share of the clean-up job, what would you have done?

11. What is it worth to a business man to have the general public feel certain that any dealings with him can be depended upon absolutely?

Human Interest

ELIZABETH MOORE

My Christmas Gift

Willard is a fourteen year old boy who reports in my home room. He is overgrown, timid, poorly dressed, and I have never seen him without a "home made" hair cut. I do believe his mother puts a bowl on his head and trims around it. He has developed very rapidly and needs to shave; when he doesn't shave daily he begins to look like General Grant. He is smart enough to know he is different from the other boys, so he has become very self-conscious. He hangs his head and looks at you with a shifty, down-and-under look.

It was the day before the Christmas holidays. The children had a little party and exchanged inexpensive gifts. I noticed that they were very generous with Willard, but he had no gift to give. He looked hurt, especially when the children showered me with Kress's best. That evening he came up to my desk, hung his head, and fumbled in his coat pocket. After much hitching and stewing around, he pulled from the dark interior a wrinkled, crinkled, soiled package. He threw it on my desk and said, "Here—I had this for you all the time, but forgot to give it to you this morning."

I thanked him, and after he was gone, I opened the package. There—wadded in a nest of yellow tissue paper lay a pair of red sleeve holders.

Anyway his heart was in the right place! And they made dandy garters.

▼

A Bewildered Child

Betty came from a small town school to a large city-school where everything was departmentalized. Betty had a hard time adjusting herself to the situation and for weeks and weeks was actually dizzy. She had an ingratiating attitude; and every time she tried to recite, she coughed and giggled so that she could not say a word. The entire set-up was a Chinese puzzle to her. Was the math teacher's name Miss Baker or Miss Campbell? Was the gym upstairs or down? Was the girl's lavatory at this end of the corridor or that? Did one read the schedule crosswise or down? How? When? Where? And why? What was wrong with her? What was wrong with everyone? It seemed that the whole outfit—teachers, pupils, principal, custodians, librarians, and even the nurse and visiting teacher were so busy running hither and yon and doing this and that, that no one had time to pay much attention to poor, bewildered little Betty. To be sure, for several days the girls had taken her under their wings and had shown her about the building, but now they were too busy with their own affairs to be bothered. So there she was—all alone for the first time in her short twelve years trying to buck a ruthless world and to untangle the maze in which she found herself.

One day she stumbled into the math room in tears. There she found that the teacher's name was neither Miss Baker nor Miss Campbell, but Miss Moran. And since she seemed kindly and sympathetic, Betty blurted out her troubles. She was an only child and Mother and Daddy had always done everything for her. Never had she been called upon to take any responsibility upon her young shoulders. Mother and Daddy were ex-school teachers and they expected her to make wonderful grades. Now Daddy was working in a defense plant. She was lost and just couldn't find her rooms; and the kids didn't like her; and she couldn't get her math; and she wished she were back in Centerville because there she had only one teacher and knew all the kids.

Miss Moran sent Betty to her home-room teacher where again she poured out her tale of woe. The teacher sent a note home asking for an interview with her parents (they had no phone), but they did not deign to answer, nor did they show up at the building. So time went on and the first report cards went home. Betty's

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grades were low, but the worst one was a D- in math.

Several days later, Miss Moran was having her first hour math class when she was startled by a loud knock on the door. She opened the door and there stood a rather good-looking man—only his face was too red. He said, "You Miss Moran? Well, I'm Betty So and So's father and I don't understand why you gave Betty a D- in math. I just want you to know that she's an A pupil in math and has always been, why back in Centerville she led her class and I know she knows her arithmetic because I taught school myself for years and I was a darned good math teacher and I taught the seventh grade and I know exactly what she should know and the teacher back in Centerville was a good friend of mine and she said Betty could do her work faster than any other kid in the class and Betty's mother used to teach school and she knows her child psychology and we took Betty to the doctor and he said there ain't nothing wrong with her the reason she coughs so much just nervous and we gave you a nice normal child and now you give her a D- in math and I want to know exactly WHY a—n—d—"

By this time he had turned from a purple-red to a deathly white, and as he gasped for breath, Miss Moran "rushed in where angels feared to tread" and told him if he'd just calm down a bit, she'd try to explain Betty's difficulties. She did. But he shambled away muttering, "Ought to be fired!"

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It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Spelling Should Be Stressed

The ability to spell correctly has slumped considerably during the past few years. High school teachers, commercial school teachers and English professors in the universities attest this. School records prove it, too. Not long ago I saw the records of one school which consistently made a median of 100 about fifteen years ago—but it made only 45 last year; another fell from 98 to 53; and others from around 90 and 95 to 55 and 60.

It is important to know how to spell; a large percent of us still have use for that knowledge—and anyway it is more constructive for the child to learn something than nothing while attending school.

Here is a good plan for teaching spelling. I will guarantee it. (1) Have a formal spelling lesson every day. It is better psychology to give the child an opportunity to remember what he learns than to give him a chance to forget it.

(2) Present 10 words in each lesson unless the class is too slow for that number. If ten are too many give eight or seven or six. Always adapt the work to the class. Just as a pair of pants should fit so also should the course of study—not in the same place however. As the semester progresses incorporate some of the most difficult review words into the assignment. That is, in the middle of the semester the lesson might consist of seven new words and three review words.

The procedure should include: (1) Write each daily assignment on the board. This makes it easier for the class to focus on the words as they are being discussed; it makes it possible for the teacher to call attention to certain letters or syllables effectively.

(2) Pronunciation is important. Be sure each child can pronounce every word—that contributes to correct spelling.

(3) In analyzing words call attention to phonics, syllabification

Attention . . .

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and difficult syllables. This all helps fix the words in mind.

(4) The class should learn the definition of each word and in addition, be able to use it in a sentence. There isn't much reason for a child to learn to spell a word unless he can define it and use it.

(5) Finally, as a part of their preparation, the children should write the words carefully about three times. As they write they should think—about the words.

There you have it—it sounds like a lot to do in a short time, but once you master the plan everything will spin along like a top—and your class will make a median of about 100 each day.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Education in Peace Planning

Readers in education and educational organizations are greatly concerned about the establishment of a lasting peace. Education wants a seat at the peace table and wants a representative membership in the after-the-war organization to maintain peace.

Much is being said by educators about the necessity for educating and reeducating the peoples of the Axis nations in a peace plan, especially about teaching them democracy. I confess that I do not know how we can successfully accomplish the reeducation of the Germans, the Japanese, and the Italians. Of course, many American educators think that Italy is ready for democracy because it got rid of Mussolini. That idea is a good example of the unrealistic attitude of many educators toward the whole question of war and peace and democracy.

Not only do the Germans, the Japanese and the Italians need reeducation, but Americans, too, including American educators. After World War I American educators undertook the task of teaching peace and international good will to Europe. The utopian attitude adopted in that attempt resulted in convincing the American people that "No nation is going to come three thousand miles across the ocean to attack us", that "We don't need to prepare for war if we want peace" and that "A large navy is a waste of the taxpayers' money and belies our professions of peace and good will and it will induce an armament race which is provocative of war."

The lessons of history were ignored. Human nature was ignored and the fact that there always have been gangster nations was ignored. There just weren't going to be any more big wars. Educators thought and taught that the lesson of the waste of the lives of young manhood in World War I, the untold human suffering, and burdens of national debts, had been so well learned that the nations would not permit another great war.

If education is going to have an effective part in post war planning and the maintenance of peace, it will have to be a realistic part. Education will not be allowed to play the Pollyanna, unrealistic and pacifist part it chose in the years following World War I. It will have to give up its opposition to force to enforce the law of international agreement for peace against aggressor nations. It will have to accept the fact that criminal nations and their leaders must be controlled and punished to protect the peace-inclined nations as the individual and organized criminals must be controlled and punished in order to protect society.

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The News Digest
OF EDUCATION IN ACTION

International Center Of Higher Education

NEW YORK—Under the auspices of the Greek-American University Club, Dr. Robert Chambers recently delivered an address on "The Reconstruction of the Basic Sciences in Post-War Europe." He pointed out that Europe today suffers not only from the ravages of war but from a scientifically systematic effort of the Nazis to lay low the culture of all Europe, outside of Germany. The intellectual damage done will not be reparable for years.

In August of this year, a group of biology scientists considered the consequences of this danger and decided that a concrete program should be prepared to unite scientists of all countries to maintain the true ideal of science. Science, being international, should serve as a practical means of instituting cooperation for the common good of all peoples.

The United States State Department has recently instituted a Division of Cultural Cooperation Program. The purpose of the program is to instill confidence in the spread of common knowledge for raising cultural standards in all friendly nations. This is not a relief program, but one in which the active participation of the peoples concerned is sought for the common good.

As a result of the lecture, a movement has been started to create an international center of higher education and research in Greece, a country which is the geographic center of the Near Eastern countries and which because of its equable climate and easy accessibility is an ideal site.

Texts for Reich Schools In Preparation Here

NEW YORK.—A set of anti-Nazi textbooks, designed to replace the books now used in the schools of Germany, is being prepared by German scholars and educators who fled to this country after Hitler came into power, it has been learned. The educators hope the new texts will help direct the German mind toward democracy.

To be published by Bermann-Fischer Verlag, one of the few anti-Nazi publishing concerns that survived the Hitler regime, the texts will be available as soon as Germany is defeated. Books are planned in the fields of literature, biology, history, geography, mathematics and elementary school subjects.

Readers, including the best in German literature and thought, intended for elementary and high school students, are now nearing completion. To appear in six graded volumes, the texts will reflect all aspects of human life and will draw upon the poetry and prose of the world in addition to Germany's great writers. Authors such as Heinrich Heine and others of eminence whose works were banned by the Nazis will be represented.

According to G. B. Fischer, president of the publishing house, the excerpts will be selected to teach appreciation for human ideals, family relationships, social responsibility, racial tolerance and religion.

Increased Use of Radio In City School Systems

BOSTON.—Public school systems in various parts of the country are turning to the radio to supplement their teaching. News programs have proved popular on the elementary and high school levels. In Chicago, for example, the schools conduct a program called "Young America Answers," in which high-school students analyze and present the news to their classmates. A "News of the Week" program at Columbus, Ohio, attracts considerable student following. Another popular program, "The News Interpreted for Children," is sponsored by the Evansville (Ind.) schools. Children in the social science classes are quizzed weekly to determine how well they have retained their radio lessons.

Typical of what is taking place elsewhere are the increased radio services introduced in the New York City school system. Three times as many programs are listed as were scheduled a year ago. Many are designed specially for classroom listening.

Sometimes even purely academic subjects are broadcast to the students. Outstanding in this field is the program conducted by the Portland (Ore.) schools, on mathematics, addressed to high school students and called "Figure It Out." It consists of a quiz, a number story and an interview with some adult who emphasizes the use of mathematics in a particular vocation.

High schools in Cleveland and various other communities offer credit courses in radio writing, as part of the English work. The radio programs are frequently used to supplement the teaching of English or journalism, as well as instruction in literature. Indianapolis grade children have heard book reviews, dramatizations and interesting short stories by radio. Toledo has found that the radio helps pupils with poor reading ability.

Job Boom "Spoiling" Youth

MINNEAPOLIS.—The plentitude of wartime jobs has spoiled youthful employes to the point of making them irresponsible and demanding, and lowering their efficiency, the Northwestern National Life Insurance Company reported after a survey of private employment agencies in principal cities.

The report forecast difficulties for such young people in adjusting themselves and making good in normal post-war competition, and quoted a New York agency as saying that younger workers were "very indifferent toward jobs."

There was some increase in job applications, however, from high school undergraduates in New York, Washington, Chicago, St. Louis, Minneapolis and Houston.

University of Vermont Seeks Larger Facilities

BURLINGTON, VT.—The University of Vermont and State Agricultural College recently publicized the need of more adequate buildings, expansion of personnel and reduction of tuition. Vermont students attending the college pay the highest tuition charged by any state agricultural college in the country, according to the University. The building program would require from $500,000 to $750,000, and in addition, from $35,000 to $50,000 a year would be needed in order to reduce the tuition.

Teachers of English Discuss Changing Values

COLUMBUS, OHIO.—Problems dealing with the school and college teaching of English, particularly during the war period and in the peace years ahead, were discussed here by 2,000 teachers and educators representing every part of the country, attending the annual convention of the National Council of Teachers of English.

Aware that the war had left its imprint on English, as it has on almost every subject in the curriculum, the teachers looked forward to a "new era" in which English would become more functional, more suited to everyday life, and correlated closer with the other courses, such as reading, writing, arithmetic and history. As one spokesman expressed it, the days when English could be considered a purely academic subject, concerned with grammar, syntax, verbs and survey reports, had just about passed.

To determine the role that this subject should take in post-war America, the educators have undertaken an extensive country-wide survey of the curriculum and the place that English will have in it. Expected to take five years, the study is to delve into the methods by which English can be adjusted to "a changing school population, a changing society and a changing philosophy of education."

Teachers everywhere, it was brought out here, are aware of the necessity of doing something constructive about international problems, interracial tensions, increased competency in using English as a tool, the rebirth of spiritual values, the rediscovery of the intrinsic values in American literature, the development of GI methods of instruction and the loss of trained teachers and of students to train for teaching.

Actually the survey is designed to cover these essential points: (1) to produce a clear definition of the function of English in American life and culture; (2) to present a program of instructional materials designed to achieve the objectives as will be ultimately defined; (3) to set up organizational techniques best designed to achieve those purposes and show the relationships which should exist between reading, writing, speaking and listening to the pupils' experience in learning other subjects, and (4) to suggest means by which school administrators and the lay public can be acquainted with the materials to be prepared.

The teachers followed the many issues raised at the sessions with intense interest. As key leaders in the English profession they took seriously the theme of the convention, "English Today and Tomorrow." Critical issues were analyzed at numerous panel groups, general sessions and round-table forums. Everything from techniques of improving the teaching of grammar to the use of English to maintain lasting peace proved proper topics of discussion.

Allied Troops Study English

LONDON.—The Times reports that during the first year of teaching English to Allied Forces and enlisted civilians in the Middle East, the British Army Educational Corps instructed 16,000 troops including Poles, Greeks, French, Yugoslavs, Belgians, Maltese and Cypriots, Palestinians, Syrians, and Lebanese. All instruction from the start is given in English and is kept on strictly practical lines.

College Counsellors Face New Problems

NEW YORK.—With veterans bringing cosmopolitan viewpoints back to college, war workers returning to their studies and an influx of foreign students, post-war campus life is in for many changes and raises new problems for college guidance counselors, they agreed recently. A report covering these changes was made at a section meeting of the annual meeting of the New York State Association of Deans and Other Guidance Personnel at the Hotel Commodore.

Counselors were advised that one of the major efforts in integrating veterans into campus life should be to foster democratic impulses, after the prolonged authoritarian influences of military life. The report added that the ex-service man's vocabulary will need expansion, while his taste in conversation and humor may need elevation. Counselors will also need to extend their work on family problems and personal relations between the sexes, in view of the many war brides and returned husbands in the college population.

Persian Youth Enter U. S. College

SPRINGFIELD, MASS.—For the first time in history Iranian (Persian) students are allowed to go out of their own country for further educational advantages and they are enrolling in

large numbers at the American International College at Springfield, Mass. This cosmopolite institution is marked on the global map with a large X as an outstanding spot where it is said that foreign students can learn to speak English more quickly than any other place in America, under the tutelage of Mrs. Grace E. Riddle. In three weeks, the students are speaking English understandably and in eight months' time they are prepared to go forward to various universities or transact business.

These lads have come to America to become engineers of all sorts, and to study for other professions that will aid them in modernizing their country. Recent Allied engineering feats in Persia have been an eye-opener for the Iranians, and they wish to emulate them and cast off their isolationism.

Dr. Hill's Visit Aids Intercultral Understanding

DANBURY, CONN.—Pres. Ralph C. Jenkins of State Teachers College in this city recently sponsored a two weeks' tour by the Negro educator, Dr. Leslie P. Hill, head of Cheyney (Pennsylvania) State Teachers College of teacher education campuses in Massachusetts, Rhode Island and Connecticut, as a practical move for better intercultural relations. Dr. Hill was everywhere received with enthusiasm, according to reports reaching here from the various institutions visited. The meetings included conferences of executives, classroom lectures on sociology, a gathering under the auspices of the National Conference of Christians and Jews, and sessions of the Connecticut State Teachers Association in Bridgeport, where Dr. Hill delivered an appreciated address, read his poem "On Greatness in Teaching," and led the audience in singing Negro spirituals. Many colored persons, both educators and laymen, attended the various meetings, luncheons and other specially arranged affairs at which Dr. Hill was an honored guest. On each occasion he left a favorable impression and a deepened interest in the cultural aspirations and capacities of his race.

College Annexes Capitol Hill

WASHINGTON.—Using Capitol Hill as their textbook, students at the American University in Washington, D. C., learn how our Government works—not merely in theory, but in practice.

Under the direction of their instructor, Helen Matthews, the students examine subjects as varied and significant as those which come before our U. S. Congress and courts. Through attending frequent sessions of Congress as well as committee meetings, they learn the organizational pattern of the Senate, House and the committees of each.

Each student elects himself an unofficial member of the committee whose work he wishes to follow. He attends all open sessions of this committee, confers weekly with the clerk in charge and is responsible for studying and reporting to the other members of the class all business coming before this group. In this way students become familiar not only with a vast number of complex problems facing the world today, but with such questions as states' rights and the proper functions of the legislative, executive and judicial branches of the Government.

Schooling to Age Eighteen Seen as Democratic Need

BUFFALO, N. Y.—The present adult population of the United States is "inadequately prepared to meet the complicated social and economic problems which must be passed on in the post-war period by the voters in national and state elections," the house of delegates of the New York State Teachers Association was told recently.

"One-fourth of our adult population have only a sixth grade education or less," Dr. Donald DuShane, secretary of the National Commission for the Defense of Democracy Through Education, declared in an address before the association's annual convention. He added:

"This group outnumbers and could outvote those who have graduated from high school. Almost 61 per cent of our adult population have less than a high school freshman education. This constitutes a clear majority of all of our voters.

"We must provide jobs for 60,000,000 people after the war. Under our present economic system this can only be done by the creation of new wants and by increasing our abilities to create these wants through better education of the masses of our people. It is of the utmost national importance that we require and provide for the education of all children until they are at least 18 years of age."

Colgate Plans Increase In Scholarship Program

HAMILTON, N. Y.,—The number of young men receiving scholarships at Colgate University will be more than doubled, according to plans announced by Dr. Everett Case, president. When the new program is in effect, approximately 200 persons will receive aid in a student body limited to 1,000.

Starting with the March term, fifteen competitive scholarships will be awarded, ranging in value from $50 to $250 each term. They will be continued throughout a student's college course, providing he maintains academic standing in the upper half of his class and participates responsibly in the life of the college.

Under the War Memorial Scholarship program, sponsored and financed by alumni, thirteen national and thirteen regional awards will be made annually. Stipends will vary from $100 to $1,000 in accordance with the needs of recipients. The scholarships will be instituted when the colleges resume their peace-time status and will constitute living memorials to Colgate alumni who have died in two world wars.

Dr. John Barlow

KINGSTON, R. I.—Dr. John Barlow, 71, former vice-president of Rhode Island State College and a dean emeritus for the past two years, died in Baptist Hospital, Brookline, where he had been a patient.

He came to Rhode Island State in 1902 as a professor of zoology and was appointed dean of the school of sciences and business in 1924. He served as acting president in 1930, 1931, 1940 and 1941. He had been vice-president since 1931.

Vermont Rural Schools Feel Teacher Shortage

MONTPELIER, VT.—Vermont's rural schools have been hit hard by the current shortage of teachers, according to Carl J. Batchelder, Deputy Commissioner of Education. Since schools were opened in September, he said, 55 one-room rural schools have been closed and nine two-room schools have been reduced to one-room status by the lack of teachers.

Radcliffe Girls Do Dormitory Work

CAMBRIDGE, MASS.—Radcliffe College students now must be their own maids. But it is not from choice. Following suit of Vassar, Mount Holyoke, Smith and Wellesley, Radcliffe student government has ordered that resident students will have to spend three hours a week to clean rooms, operate the bell system and wait on table.

Last year the college paid students to do these jobs but this new system includes all girls and is supervised in each dormitory by a special work officer.

In appealing to students for complete cooperation, Dean Mildred P. Sherman said, "The experience of other colleges has shown that important new attitudes have arisen in the student body as a result of the work program, an increased sense of responsibility, an increased consideration for others, better understanding of practical problems and all the values that come from working in cooperation with others."

Ex-Paratrooper, 14, Jumps 5th Grade

MCKEESPORT, PA.—James Clark, a paratrooper who has made six training jumps, was glad to hear that he doesn't have to attend the fifth-grade class at the West Side School. Dr. J. H. Lawson, Superintendent of Schools, appealed to the American Legion in his behalf and it agreed to pay the boy's way through a private vocational school where he will learn to be an automobile mechanic.

The law requires that children under sixteen attend school. Jimmy lied about his age a year ago and joined the Army. He was at an embarkation point waiting to be shipped overseas when his officers learned he was only fourteen and discharged him.

Dr. Lawson agreed with Jimmy that he wasn't suited for the fifth grade, where he belonged academically, because he had flunked the second and fourth grades. In addition, Jimmy's worldly ways, acquired in the paratroops, would make him less compatible with other fifth graders.

$1,115,787 of Aid To China Colleges

NEW YORK. — Emergency aid to Christian colleges in China totaled $1,115,787 during 1943-44, the Associated Board for Christian Colleges in China reported here.

This amount, contributed by United China Relief, the Rockefeller Foundation, the Harvard-Yenching Institution, and by college groups and individuals, was sent in addition to regular Mission Board appropriations, endowments, income, student fees, and other sources amounting to about $750,000.

Despite enrollment increases in seven of the 13 Christian colleges affiliated with the Associated Boards, total enrollment was 1,837 lower last year than in the pre-Pearl Harbor year of 1941-42. Hangchow, Soochow, Shanghai, Lignan, and Yenching Universities, forced to evacuate their campuses and flee into Free China as the result of enemy action, registered a loss of 3,278 of its total pre-Pearl Harbor enrollment of 5,063. The institutions also lost 400 teachers during the evacuation period.

Harvard Committee Welcomes Chinese

CAMBRIDGE, MASS. — China's willingness to send students to America, now freed from the Government "thought control" which aroused heated controversy in the spring, is publicly welcomed by the Steering Committee of American Defense at Harvard University.

This Committee has passed a resolution of welcome to the announcement that the Chinese students can come "under conditions which will permit them to take full advantage of the available educational opportunities." The resolution continues, "We believe that this plan is in keeping with the ideals and best traditions of both China and the United States."

Dr. Stoke Inaugurated At New Hampshire U.

DURHAM, N. H.—Dr. Harold W. Stoke has been inaugurated as the 10th president of the University of New Hampshire in a simple war-time ceremony.

Former acting dean of the graduate school at the University of Wisconsin, Dr. Stoke took office here on Sept. 13.

Dr. Dewey Reaffirms Progressive Principles

NEW YORK.—Dr. John Dewey observed his 85th natal day by adding several more pages to a new series of philosophical papers and reaffirming his belief in progressive education.

"Progressive education," he said, "stands for the most solid, enduring discipline that comes from growth and power in self-discipline."

Chicago University Opens Industrial Relations Center

The University of Chicago recently announced the establishment of an Industrial Relations Center, designed to provide service in industrial relations for management executives, union leaders, government officials, faculty members and students.

This Center, first of its kind in the country, integrates and expands work which has been in progress at the university during the past four years. Frederick H. Harbison, formerly with the W. P. B. and the Petroleum Administrator for War, will direct operations with Robert K. Burns.

Four major activities will be conducted; an instruction program to meet the requirements of executives desiring broader training the fields of industrial relations; the development and maintenance of a specialized industrial relations library and reference service; the encouragement of individual and cooperative research; and the publication and dissemination of research findings. An instruction program, including weekly seminars, conferences and institutes, is already under way.

Emery T. Filbey, chairman of the Center Committee stressed the role of universities in bringing about "harmonious and effective industrial relations" as a means to world cooperation for lasting peace.

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THE JOURNAL OF EDUCATION

From 1875 to 1932, inclusive, there were two volumes a year. Volume 115 (1933) was the first to contain all the issues of a calendar year

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